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ABSTRACT

This book provides high school teachers and counselors with activities to promote better work habits and attitudes with their students. The 12 chapters are based on the Employability Occupational Competency Analysis Profile (OCAP). The activities can be used to supplement the teaching of the Employability OCAP. They are not designed to be a complete unit of study, but to add to the activities teachers are already using. The activities are designed to reach different learning styles with an emphasis on career development content. Some are written in the same format as Ohio's proficiency tests and address the skills assessed by the tests to provide students with practice in proficiency skills and with the proficiency format while learning employability skills. Some activities can be used to help students with preparing an Individual Career Plan and a Career Passport. The 12 chapters address the following topics: career development; decision making and problem solving; work ethic; job seeking skills; job retention and career advancement; technology in the workplace; lifelong learning; economic education; balancing work and family; citizenship in the workplace; leadership; and entrepreneurship. (YLB)

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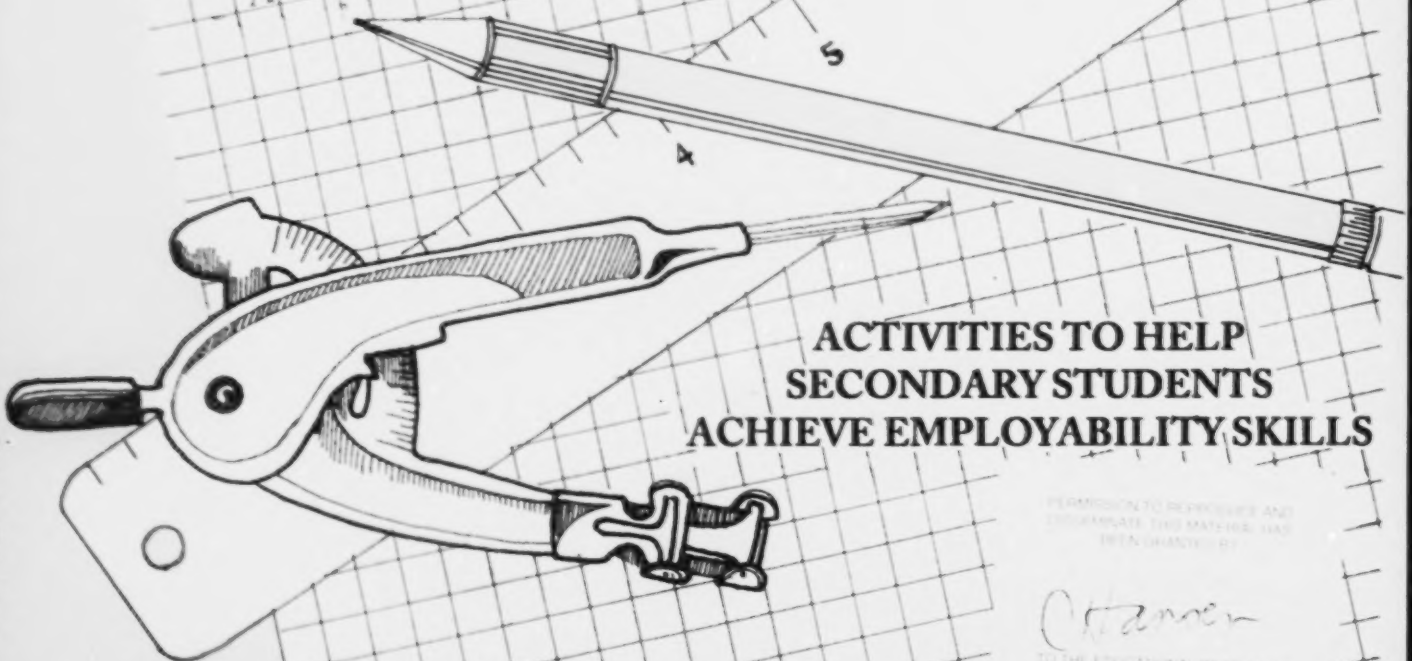
ED 421 630

EMPLOYABILITY SKILLS

A·B·L·E

A WORK IN PROGRESS



ACTIVITIES TO HELP SECONDARY STUDENTS ACHIEVE EMPLOYABILITY SKILLS

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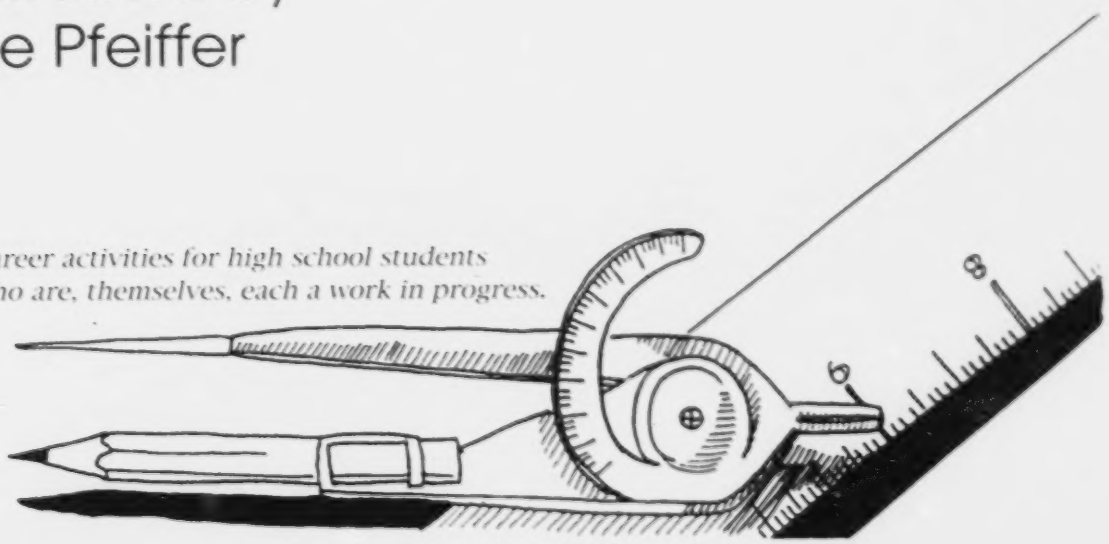
FUTURE ABILITY

by

Cindi Gahris
and
Julie Pfeiffer

Illustrations by
Julie Pfeiffer

Career activities for high school students who are, themselves, each a work in progress.



My thanks to Julie Pfeiffer who wrote four creative chapters in this book and did the terrific illustrations. I also want to thank Sharon Evanich who did the final formatting and kept us organized in the last hours of this project.

As I wrote activities, I always had in mind the children in my own life: Matthew, Alison, Andrea, Lindsay, Kaitlin, Tyler, Christopher, Dustin, Leah, Hillary, and Owen; and my grown child, Kathleen. My hope for them (and all learners using this book) is that they will have a passion for, and fulfillment from, the life's work they each choose for themselves.

Cindi Gahris

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Columbus, Ohio 43210

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INTRODUCTION

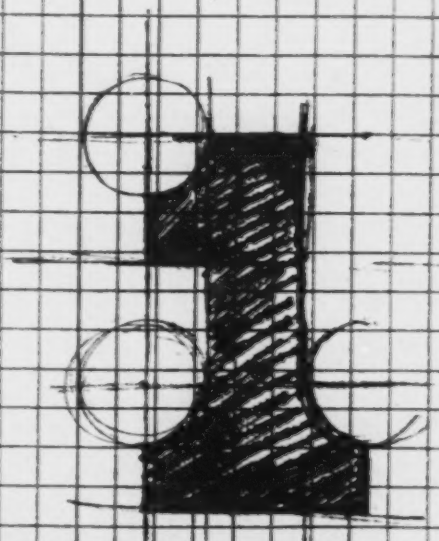
Employers often tell educators to send them potential employees with strong work habits and a good attitude–the same attributes that educators would love to see in their students! This book provides high school teachers and counselors with activities to promote better work habits and attitudes with their students. Too often, these employability skills are a "hidden agenda" in teaching. The only instructional technique we use in teaching these skills is nagging: continually reminding students to follow directions, to be on time, to turn in their homework, to bring materials to class, to work well in a team, and so on.

The 12 chapters in this book are based on Ohio's *Employability Occupational Competency Analysis Profile* (OCAP). The activities can be used to supplement the teaching of the Employability OCAP. They are NOT designed to be a complete unit of study, but to add to the activities teachers are already using.

We hope that most of the activities will have appeal to reluctant learners. We have tried to reach different learning styles with an emphasis on career development content. Some of the activities are written in the same format as Ohio's Proficiency Tests, and address the skills assessed by the Proficiency Tests. This provides students with practice in Proficiency skills, and practice with the Proficiency format while learning employability skills.

There is reference to an Individual Career Plan (ICP) and a Career Passport on some pages. Many states, including Ohio, have students document career goals and educational plans (the ICP), and prepare an exit credential before they graduate (the Career Passport). The activities in this book can certainly be used to help students with this process.

Although the activities are organized around Ohio's Employability OCAP, they are designed to be used in a variety of settings. They certainly are not restricted to use in Ohio, and could be part of a career development class, an employability class, or used for curriculum integration in academic classes. We hope your students will find them helpful regardless of the situation in which they are used.



CAREER DEVELOPMENT

THE DICTIONARY OF OCCUPATIONAL TITLES

You need to know how to use resource books to find current career information. The *Dictionary of Occupational Titles* (DOT) is published by the United States Department of Labor and includes information about more than 22,000 job titles! This resource is actually in two volumes, and can be overwhelming if you don't know how to use it. Use the section clues below to help you find the answers in the DOT.

Master Titles and Definitions

1. How many years of on-the-job training does an apprentice usually have?

2. What is the difference between a helper and an apprentice?

3. How many types of engineers are listed in this section?

Term Titles and Definitions

Match the workers below to the industry or correct definition.

4. _____numismatist	a. construction
5. _____journey worker	b. maps and charts
6. _____sawyer	c. hats
7. _____brimmer	d. rare and old coins
8. _____sand hog	e. stoneworker
9. _____cartographic technician	f. anyone who has completed an apprenticeship

Occupational Group Arrangement

The DOT does not arrange job titles alphabetically, like many resources. Instead, it lists them in numerical order according to occupational groups. Look up five (5) different occupational titles in the alphabetical listing at the end of Volume II. Choose occupational titles that interest you. Then find their definitions in the DOT by looking up the number for each occupation. List the names of the occupations you selected, the page you found them on, and a one-sentence descriptor of each occupation below.

10.

11.

12.

13.

14.

THE OCCUPATIONAL OUTLOOK HANDBOOK

The Occupational Outlook Handbook (OOH) is another publication of the United States Department of Labor. It contains in-depth information on about 250 occupations. The OOH can help you find out more ideas about a career that interests you.

The OOH is organized by job families or clusters, rather than alphabetically. Use the OOH to find out more information about a career of interest to you. Choose a career and look it up in the index at the back of the book to find the page it is on. Then answer the following questions about your career of choice.

Nature of the Work: What are five (5) responsibilities or tasks you would have on the job?

Working Conditions: How many hours a week would you work? Are there any risks or special conditions?

Training, Other Qualifications, and Advancement: What high school courses should you take? What other training is required for your job?

Job Outlook: What is the outlook for your career choice? Why?

Earnings: What is the average annual earnings?

Related Occupations: Are there any related occupations that interest you?

BONUS: What is the DOT number for your career and on what page can it be found?

TO BE OR NOT TO BE

1. All year in school, Andrea's teachers stressed career activities in her classes. Andrea wasn't certain that she was ready to decide exactly what she wanted to do when she graduated from high school. She also knew she needed to be thinking about it, and she had some ideas. Soon she would have to revise her Individual Career Plan (ICP) and choose the classes she would take next year. She wanted to be certain to have the high school credits she needed for whatever decision she made about a career goal.

2. Even in elementary school, Andrea was interested in drawing. She would often doodle in her notebook, and enjoyed creating designs and patterns. In school, her best subject was math–she liked being able to find the right answer. She didn't do as well in her English classes; especially when she had to do any creative writing. She liked history and science, but math and art were really her strongest subjects.

3. Andrea's math teacher talked to the class about a new Tech Prep program in their school. The teacher explained that in this program students could prepare for a career in architecture as early as the eleventh grade. If Andrea enrolled in the Tech Prep program, she could go to a two-year community college and graduate as an architectural technician. She could even decide to go on to a four-year college and become an architect. To do this, Andrea needed to take advanced math classes in high school, and a full schedule her sophomore year so she would have enough credits to graduate. Because a foreign language is a requirement for most four-year colleges, she also had to decide whether to take French.

4. In eighth grade, Andrea toured the vocational school. She really liked the graphic arts program there. She saw students working on projects in a lab where they used equipment and computers. She thought it would be fun to do actual work projects as a part of learning, and she liked the emphasis on art in this program. She would be ready to go to work after she graduated from high school, or she could also go on to college or an art school. To do this, Andrea needed to plan her science, health, and phys. ed. classes in her sophomore year so she could have the right credits to graduate. She still needed to think about whether she would go on to college after she graduated so she could be certain she had the right classes for college entrance.

5. These seem like such important decisions to make for someone who is fifteen! As her next step, Andrea decided to peruse the pamphlets she had about both the Tech Prep program and the graphic arts program at the vocational school. She also planned to talk to her math and art teachers, and her counselor to help in her decision. She hoped they would give her the names of some students from her school in both programs so she could find out more about what they do. Although she probably won't make her career choice this year, at least she will plan what classes to take with as much information as she can find.

TO BE OR NOT TO BE QUESTIONS

1. Which of the following statements best describes the author's view as presented in this selection?

   A. High school freshmen need to choose specific careers.

   B. High school students need to think about their career goals and have a plan to reach those goals.

   C. Fifteen-year-olds are too young to make career choices.

   D. High school students need to think about their career goals, and should rely on their teachers and counselors to tell them what classes to take.

2. In paragraph 5 of the selection, peruse means:

   A. throw away

   B. write for

   C. read carefully

   D. ask for

3. Which of the following sentences is NOT directly stated but is an inference you could make from this selection?

   A. The decisions you make about what classes to take in high school will impact what you can do after high school graduation.

   B. Tech prep and vocational programs are the best classes to take.

   C. A strong math background is important to most careers.

   D. A four-year college degree is better than a two-year college degree.

THE TOP 25

Ohio's Top Private-Sector Employers

	COMPANY	EMPLOYEES IN OHIO*	HEADQUARTERS
1.	General Motors Corp.	63,200	Detroit, MI
2.	Ford Motor Co.	24,000	Dearborn, MI
3.	Kroger Co.	21,700	Cincinnati, OH
4.	General Electric Co.	18,500	Fairfield, CT
5.	Kmart Corp.	17,300	Troy, MI
6.	Wal-Mart Stores Inc.	15,100	Bentonville, AR
7.	AT&T Corp.	14,600	New York, NY
8.	Banc One Corp.	14,200	Columbus, OH
9.	Procter & Gamble Co.	14,000	Cincinnati, OH
10.	United Parcel Service of America Inc.	13,400	Atlanta, GA
11.	Chrysler Corp.	11,500	Highland Park, MI
12.	Keycorp	11,400	Cleveland, OH
13.	Meijer Inc.	11,300	Grand Rapids, MI
14.	The Limited Inc.	10,700	Columbus, OH
15.	Honda Motor Co. Ltd.	10,600	Tokyo, JAPAN
16.	Ameritech	10,600	Chicago, IL
17.	National City Corp.	10,100	Cleveland, OH
18.	Cleveland Clinic Foundation	10,000	Cleveland, OH
19.	University Hospitals Health System	9,200	Cleveland, OH
20.	Pepsico Inc.	9,000	Purchase, NY
21.	JC Penney Co. Inc.	8,900	Plano, TX
22.	Federated Dept. Stores (Lazarus)	8,600	Cincinnati, OH
23.	Sears, Roebuck and Co.	8,400	Chicago, IL
24.	Goodyear Tire & Rubber Co.	8,400	Akron, OH
25.	Timken Co.	8,200	Canton, OH

* Estimated number of employees in full-time equivalents.
Source: Ohio Department of Development

THE TOP 25

READING CHARTS AND GRAPHS

Use the information from THE TOP 25 chart to answer the questions below.

How do you know the numbers given are estimates? Give two reasons.

2. Which of the company's headquarters is located closest to you?

3. Circle the statements below that are correct.

General Motors employees	>	Ford Motors employees
Ford Motors employees	<	The Limited employees
Wal-Mart employees	<	General Electric employees
Meijer employees	>	Ameritech employees
Keycorp employees	>	Kroger employees

4. On a separate piece of paper (or graph paper), create a bar graph that shows the top fifteen (15) employers in Ohio and the number of people they employ

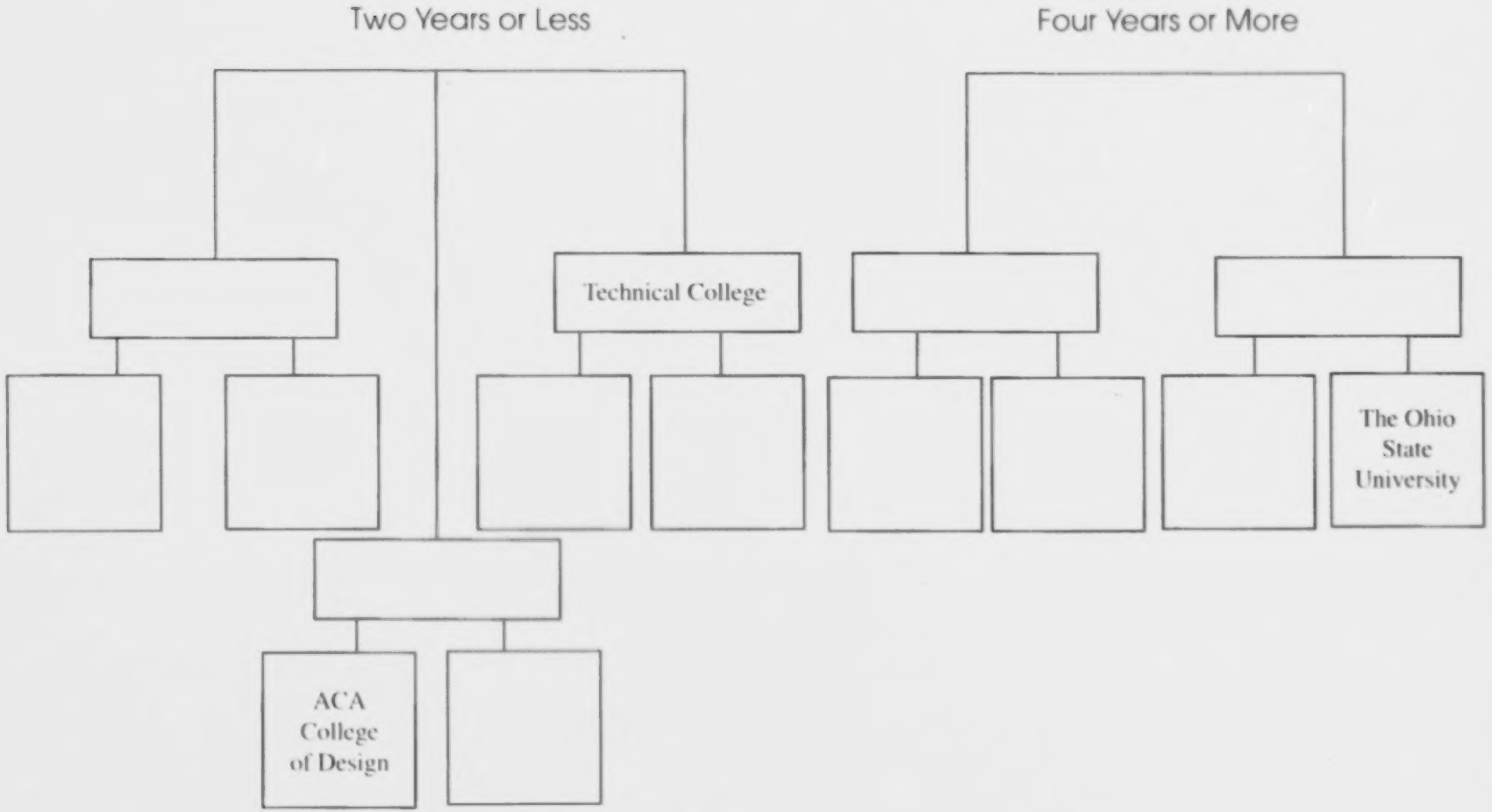
5. *BONUS:* What is the difference between a private-sector and public-sector employer?

HIGHER EDUCATION OPTIONS

Most careers in the future will require some kind of training or education beyond high school, both to enter the job and to keep the skills you need for the job. There are many choices for higher education training. Use information from the chart below to complete the diagram. Some boxes have been filled in for you.

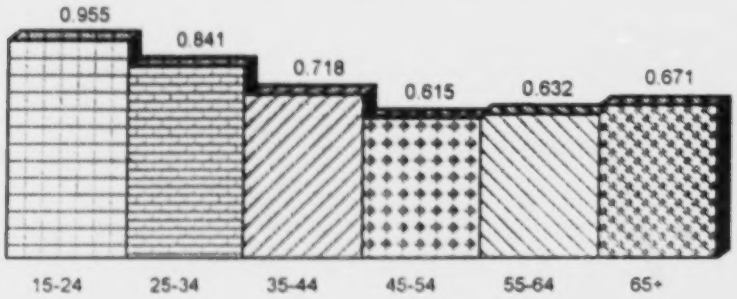
NAME OF INSTITUTION	TYPE	LENGTH OF PROGRAMS
The Ohio State University	University	Four Years Plus
Cuyahoga Community College	Community College	Two Years
Kettering College of Medical Arts	Technical College	Two Years or Less
Malone College	College	Four Years
DeVry Institute of Technology	College	Four Years
ACA College of Design	Proprietary	Two Years or Less
Sinclair Community College	Community College	Two Years
University of Toledo	University	Four Years Plus
Hocking Technical College	Technical College	Two Years or Less
Academy of Court Reporting	Proprietary	Two Years or Less

HIGHER EDUCATION OPTIONS



We know that, on average, women make about 71.4 cents for every dollar that a man makes. However, the chart below shows that younger women make almost the same amount as younger men. Answer the questions below using the graph.

Female Earnings Per Male Dollar



SOURCE: USA TODAY, CENSUS BUREAU, INTEREP RESEARCH

1. Which women's age group shows the largest gap between what women earn and what men earn?
   a. ages 35-44 b. ages 45-54 c. ages 55-64 d. ages 65 and up

2. In comparison to each dollar a man makes, how much less do women earn between ages 45-54 than women between ages 15-24?
   a. 32.3 cents b. 34.5 cents c. 34.0 cents d. 23.7 cents

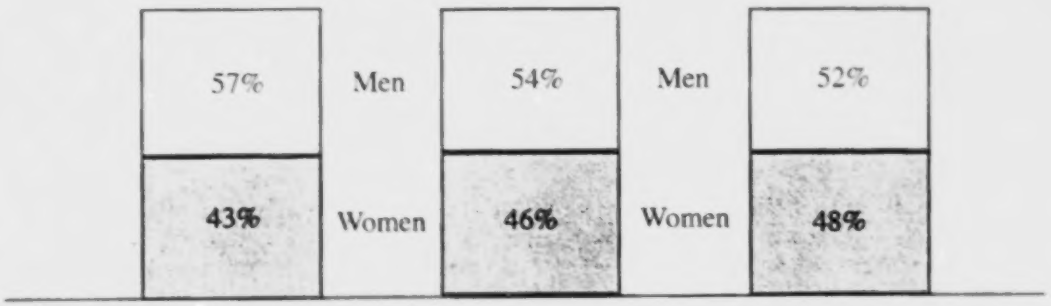
3. Why do you suppose women ages 15-24 make almost as much as men in that same age group?

4. What happens to women's earnings compared to men's after age 54? Why?

5. What do you think are some reasons that women make less than men do at all ages?

Working Graphs

GRAPH I: Percentage of All Workers



1. Were there more men or women working in 1994? _____
2. Which number is increasing? _____
   a. Percentage of workers who are men
   b. Percentage of workers who are women

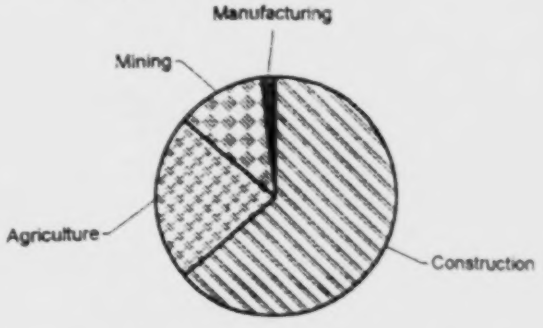
GRAPH II: Types of Workers

1. There are about 127 million workers in the United States. About how many of them work in service-producing jobs?

a. 90 million b. 60 million c. 5 million

GRAPH III: Goods-Producing Careers

All goods-producing careers can be divided into four types: construction, manufacturing, agriculture, and mining. Use the graph to answer the question below.



1. Fill in the correct percentage next to each section of the graph. Use the following percentages: 64%, 22%, 12% and 2%.

"SELLING" YOUR CAREER CHOICE

Design a tri-fold brochure advertising your career choice. A tri-fold brochure has six panels for you to plan. Make certain you have included information about each of the following categories as you lay out your brochure.

1. Skills, interests, and attributes necessary for workers in this career
2. Education needed to enter this field (Include additional education and/or training needed to remain in this career.)
3. The job outlook (future employment trends) for your career choice (Use resources like the Occupational Outlook Handbook for national information, or a computerized career information system for the local job outlook.)
4. A brief description of what the job involves including places where you might work
5. High school classes needed for this career and/or other training you may need outside of school (For example, a person interested in marine biology may need to take scuba diving lessons.)
6. Wage and/or salary information for your career choice (Try to include the average entry-level pay for people in this field, as well as the average earnings for all people in this career and any other information you feel is important!)

Tips for Your Design

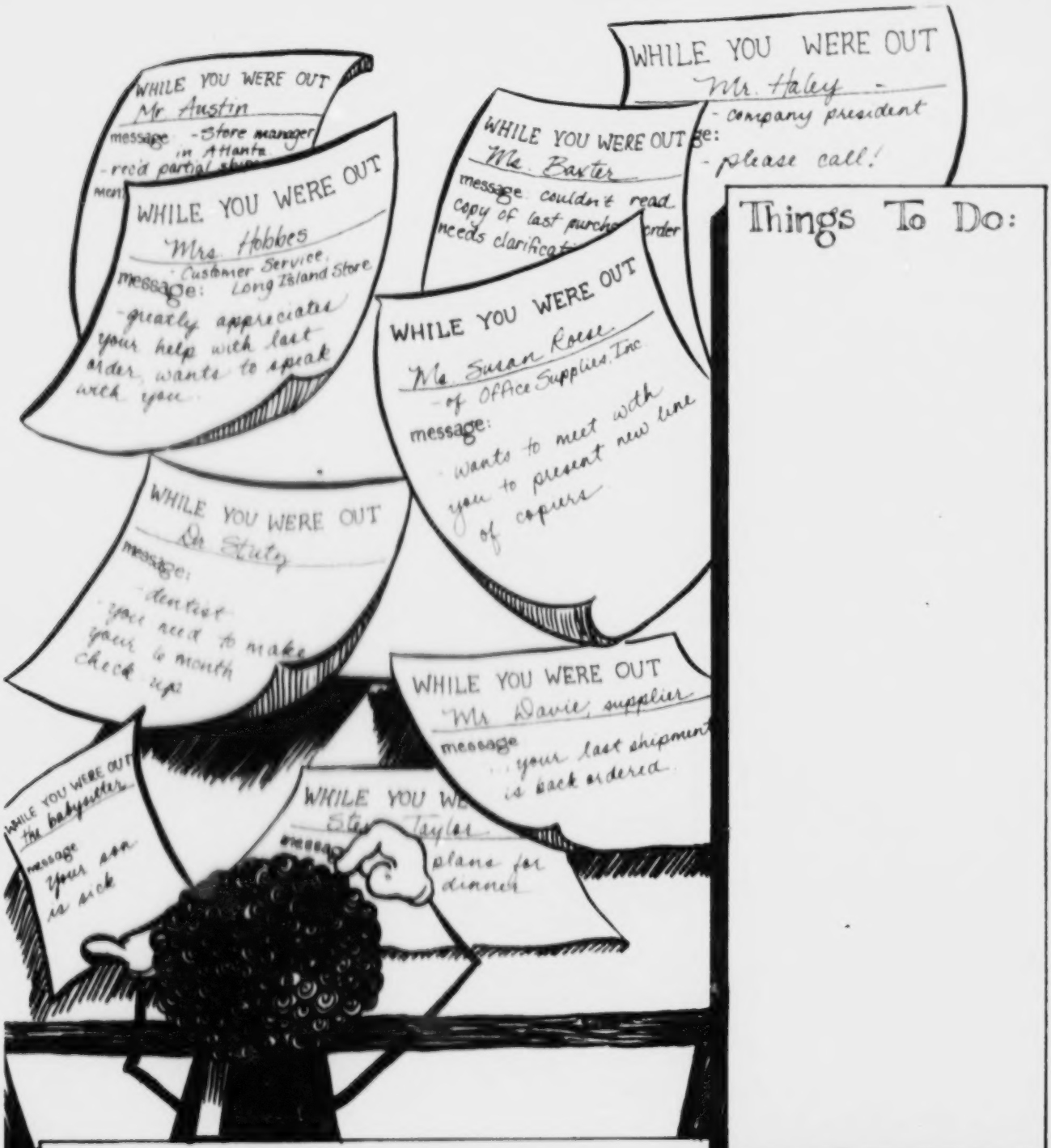
If you have access to a computer, use it to design your brochure. Select type styles and graphics that would highlight your career choice.

OR

Hand-letter your brochure and design your own artwork. Remember that neatness and correct spelling is important.

A brochure should be attractive. Information for each panel should use up the space well. Pay attention to how each panel looks when you design the brochure.

DECISION MAKING AND PROBLEM SOLVING



DIRECTIONS:

Many times, while you're busy doing one thing, more work begins to pile up. It is often necessary to prioritize the tasks, in order to work efficiently. If you came back from lunch to the messages above, how would you prioritize what needs to be done? When sharing your "Things To Do List," be prepared to defend your priorities.

MEMO

To: All Employees
From: Ms. Butler, Director of Human Resources
Date: December 1
Re: Dress Code

In an effort to demonstrate to our clients that we believe in our merchandise, the top of the line silk suit will now be our new dress code. As of January 1, all employees of "Exclusively Exquisite Menswear" will be required to purchase and wear to work our merchandise. Due to manufacturer's restrictions, the employee discount will not apply to the silk suits.

DIRECTIONS:
The above memo was distributed to all employees last week. The reaction has been strong but disorganized. The supervisor has called a company forum to share opinions and answer questions about the directive. Each of you will assume the role of one of the employees listed below. Before attending the forum, generate a list of positive and negative reactions to the memo that are appropriate to your role.

Roles: (To be assigned randomly)

Male Supervisor
Female Salesclerk
Building Custodian
Male Salesclerk
Business Manager
Chief Executive Officer
Shipping Manager
Female Office Manager
Male Advertising Representative
Female Communications Manager
Receptionist
Administrative Assistant
Computer Technician
Warehouse Manager

WELCOME TO THE LABYRINTH!

In order to successfully complete the maze
that lies before you,
you will need to exercise critical decision making skills.
When confronted with a task of importance,
it is often helpful to look to those
who have mastered the task before you.
Using the survey on the following page,
interview someone that you perceive to be
a successful decision-maker.

With the information that you gather in the survey,
design a challenging labyrinth.
The decision points are created...find them and
label them with a question that requires a decision.
Then create two possible choices...one positive; and the
other, not the best decision.

Look ahead...be sure to design your labyrinth
so that only the best decisions will lead to success.
Be creative...design appropriate consequences on
the other side of each door!

Challenge a classmate with your
a-Maze-ing decision-making skills!

Use the survey questions below to interview an employee with strong decision making skills.

Job description: _____

_____

Length of time on the job: _____

Describe some of the decisions that you need to make daily:

_____

_____

_____

_____

Describe some of the long-term decisions that you have made:

_____

_____

_____

_____

What decisions require collaboration:

_____

_____

_____

_____

What resources do you consult to help you make decisions:

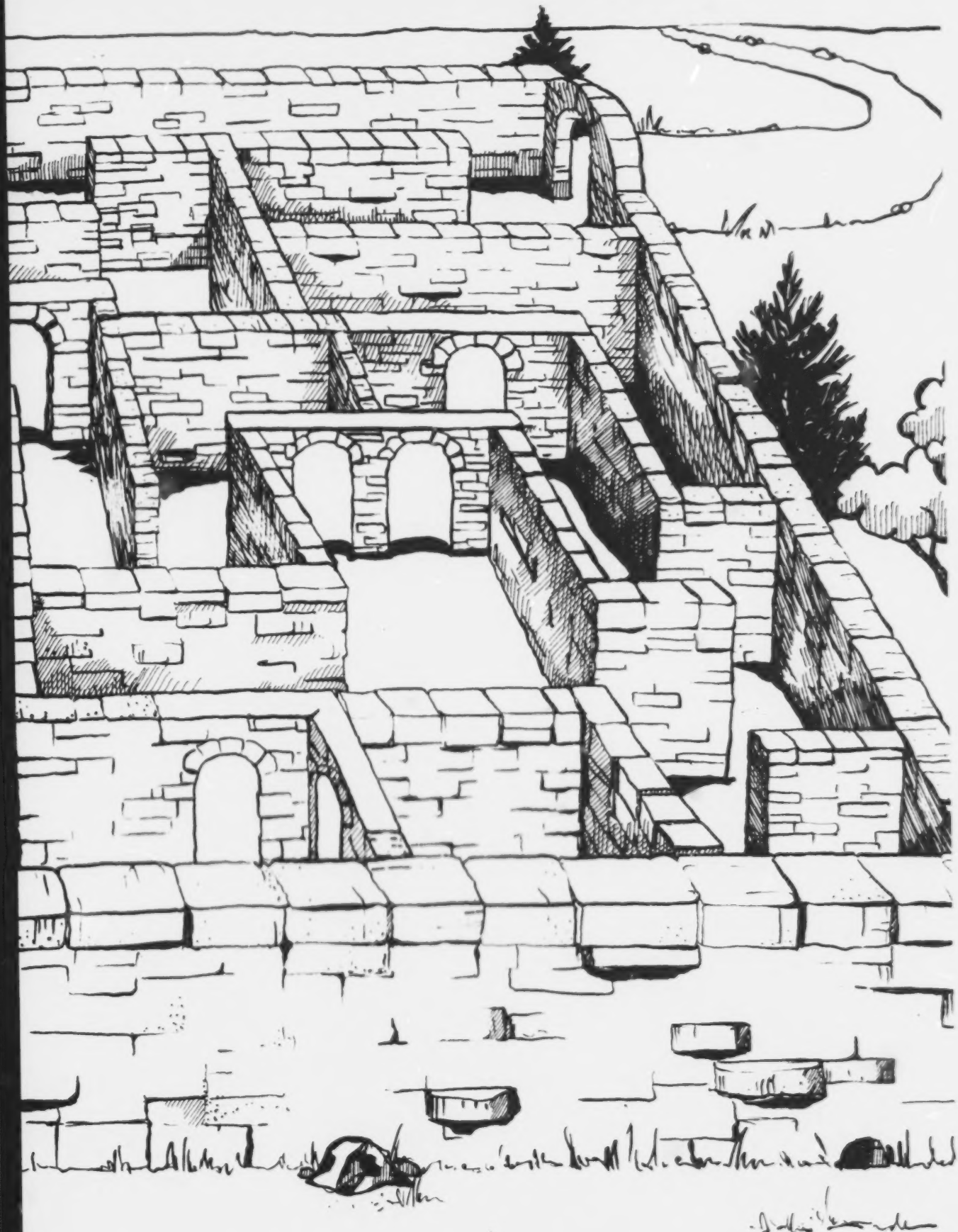
_____

_____

_____

_____

Review your notes and mark the decisions as major (M), minor (m), urgent (U), independent (I) or collaborative (C). Make use of these classifications as you design your labyrinth.



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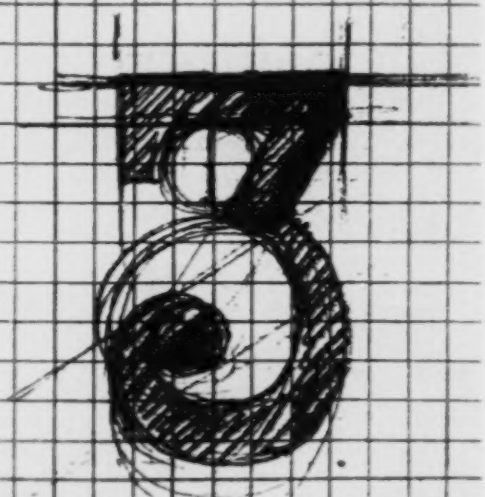


WORK ETHIC

BUILDING A CAREER

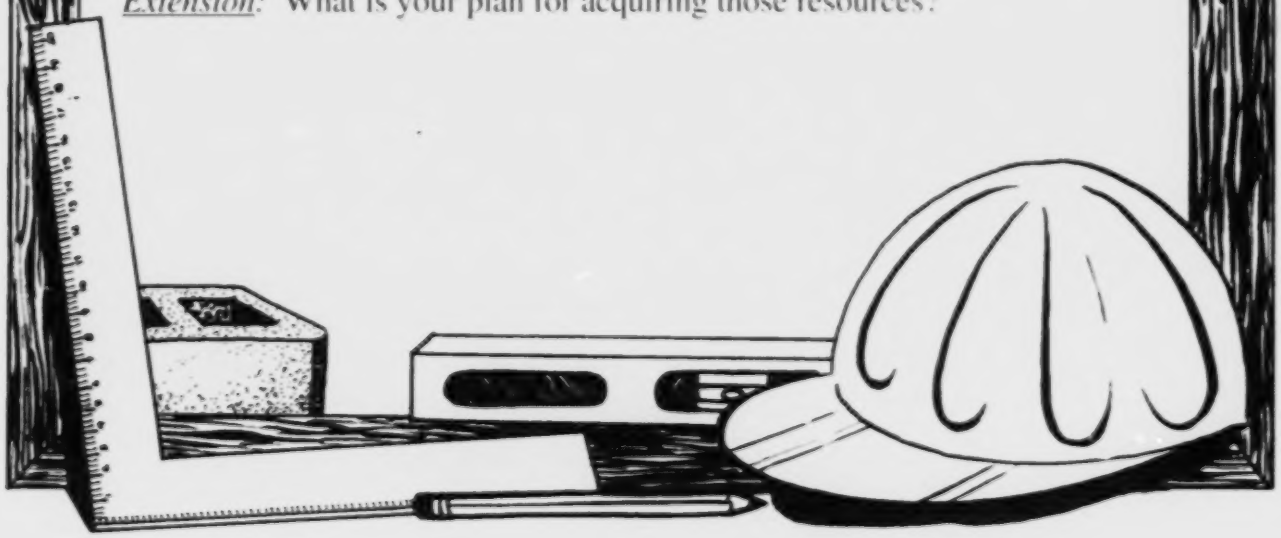
Invite an architect to visit your class to explain the function of blueprints and elevations. As the architect presents information, make a list of vocabulary words and phrases used that seem related to the work of an architect (e.g. foundation, load bearing walls, structure, etc). Ask thoughtful questions as to the meaning of any word on your list that may be unclear. These words will build a building.

Next to each word on your list, write a replacement word that relates to building a career (for example, foundation = education). You may have more than one replacement word for each architectural word.

Create a blueprint-like drawing of your career structure. Use your list; you may have a double or triple foundation, you may have 17 load-bearing walls, you may have several doorways!?

As you label the parts of your drawing, use a pen for those resources that you already have; and pencil for labeling those resources that you will need to complete the structure.

Extension: What is your plan for acquiring those resources?

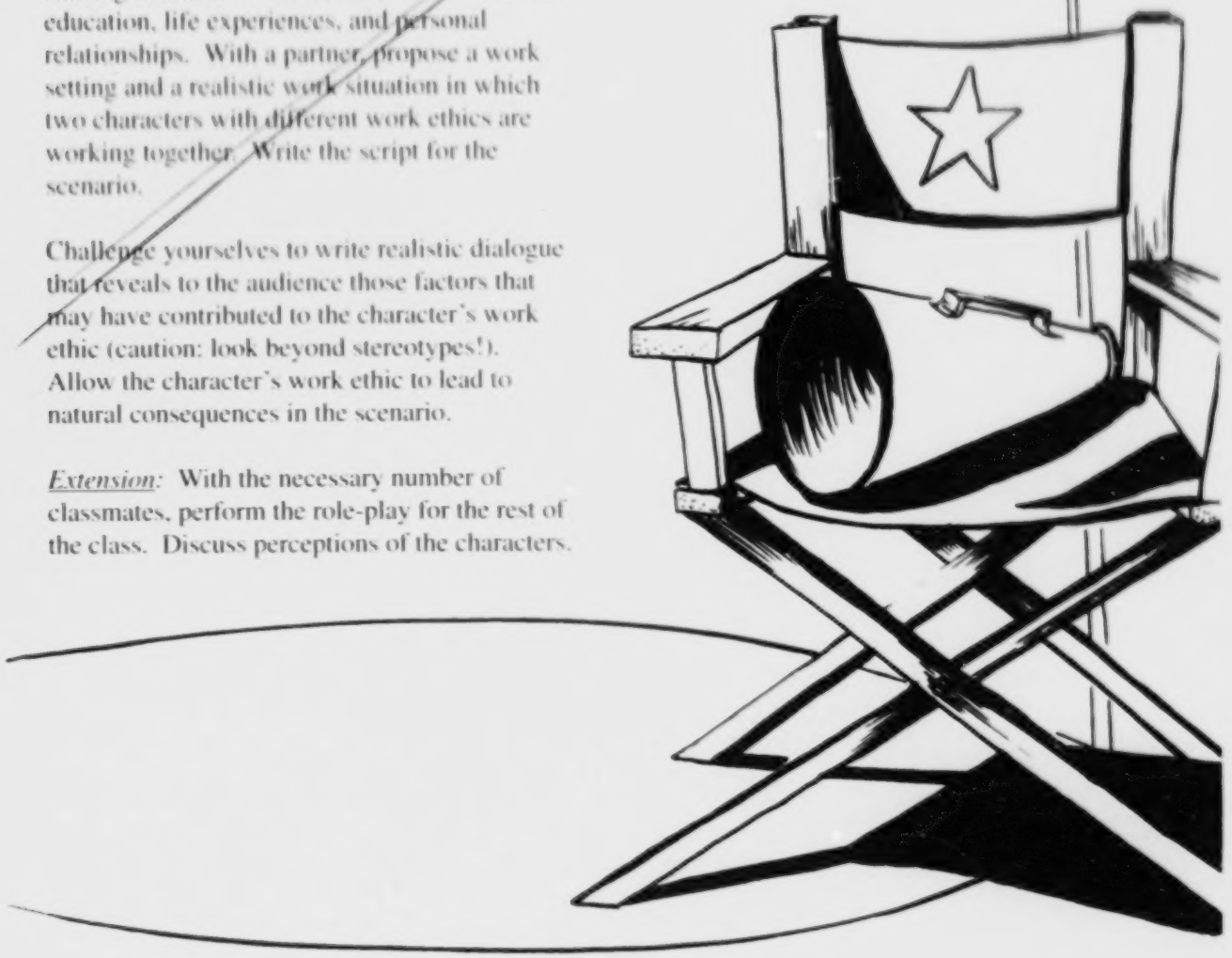


A STARRING ROLE

People are asked to perform daily "on the job." The script for that performance is written throughout a lifetime. The starring character's "work ethic" is the result of education, life experiences, and personal relationships. With a partner, propose a work setting and a realistic work situation in which two characters with different work ethics are working together. Write the script for the scenario.

Challenge yourselves to write realistic dialogue that reveals to the audience those factors that may have contributed to the character's work ethic (caution: look beyond stereotypes!). Allow the character's work ethic to lead to natural consequences in the scenario.

Extension: With the necessary number of classmates, perform the role-play for the rest of the class. Discuss perceptions of the characters.

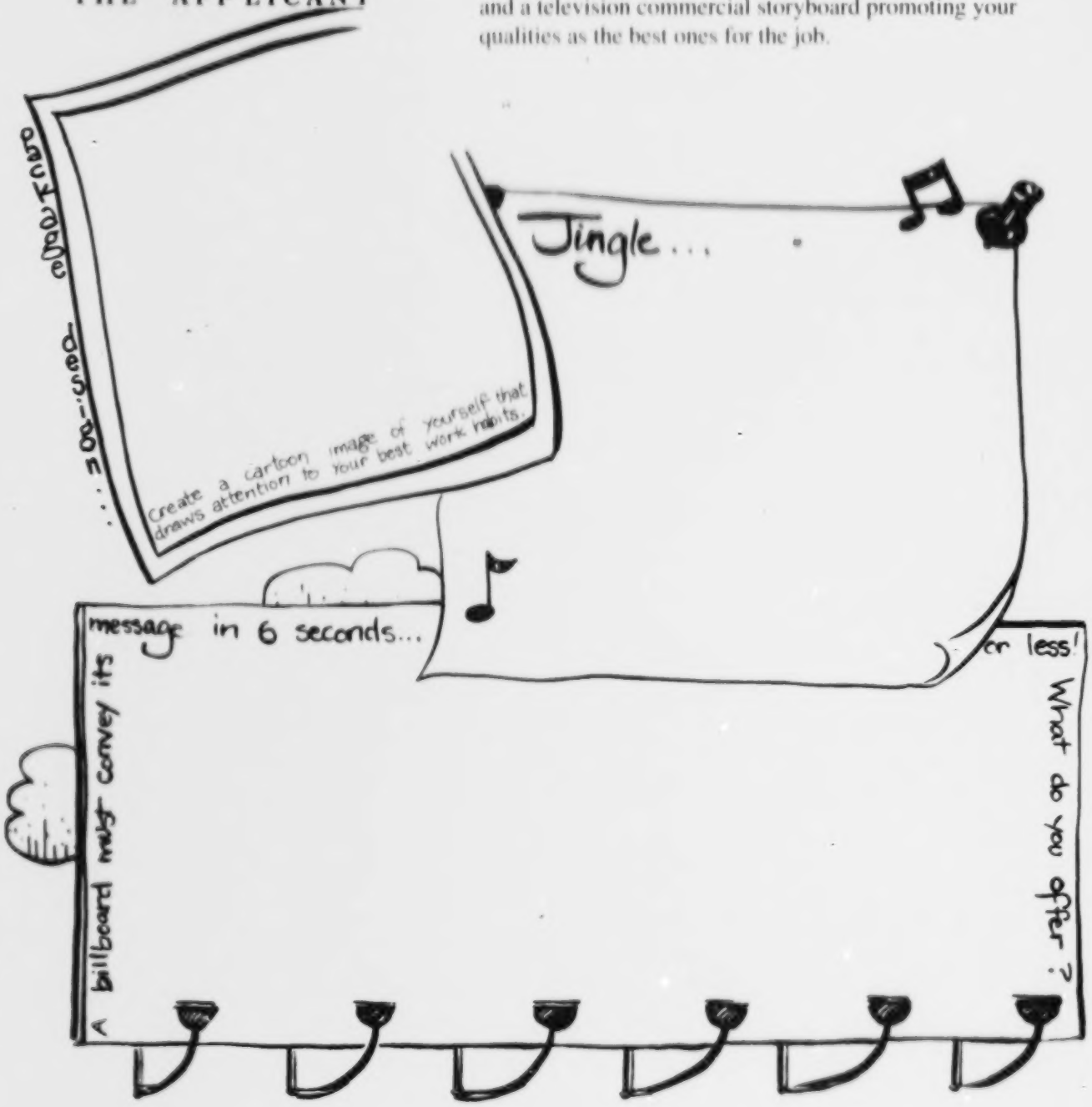


ME!

THE APPLICANT

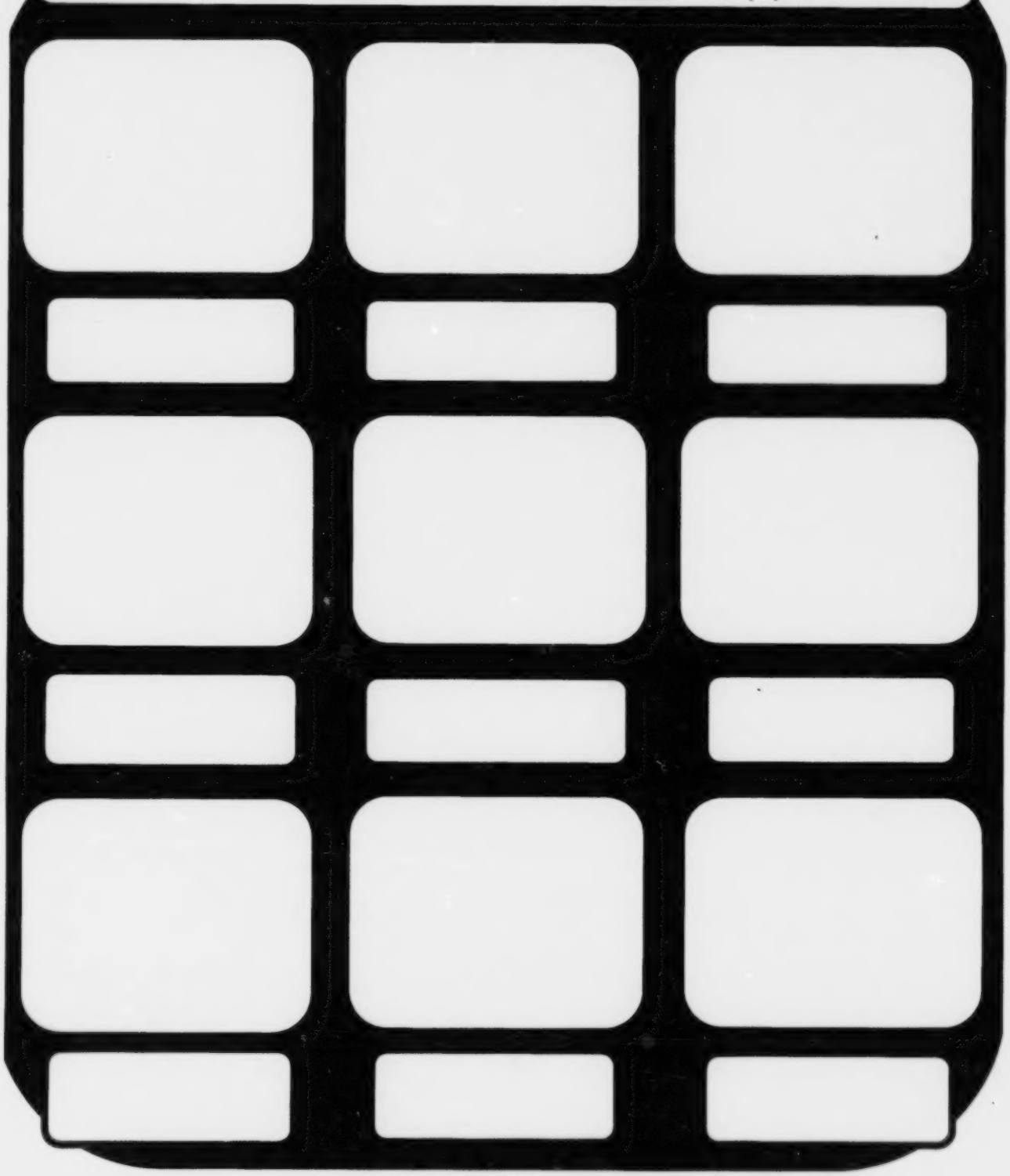
When seeking employment, one is very often trying to get an employer to believe in what is offered. . . much like an advertiser trying to get the consumer to believe in a product.

Let's assume that you are the product and the employer is the consumer. If you could be the account manager for "ME! THE APPLICANT" you would be responsible for the package design, a new jingle, a roadside billboard design and a television commercial storyboard promoting your qualities as the best ones for the job.


Create a cartoon image of yourself that draws attention to your best work traits.
Jingle . . .
message in 6 seconds...
or less!
A billboard must convey its
What do you offer?

To plan a television commercial, advertisers create a storyboard. Each frame below should depict the scenes of your commercial for "ME! THE APPLICANT." In the space below each frame, write the script for the actors. (Hint: You might want to use your jingle as the script.)

Extension: Videotape your own commercial.



In the game of life, you are your own coach. Do you have a game plan? Consider your talents and strengths to be your team players. Identify your team players on the "X" bench. Create a tough opposing team...what obstacles will you encounter in the pursuit of your life goals? As you identify those obstacles, mark them on the "0" bench. Identify your "Goal" line. . .for what are you aiming? What are the rules of the game? How is the game won?

GOAL: _____

_____ X1

_____ X2

_____ X3

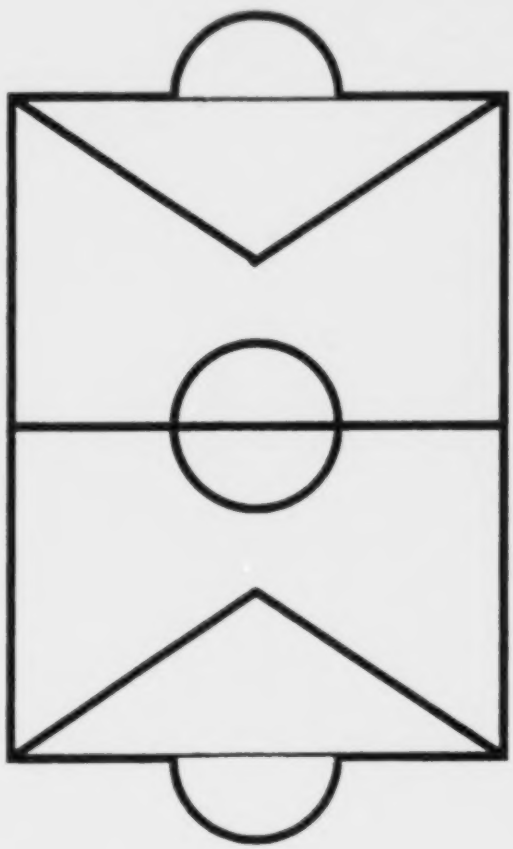
_____ X4

_____ X5

_____ X6

_____ X7

_____ X8



O1 _____

O2 _____

O3 _____

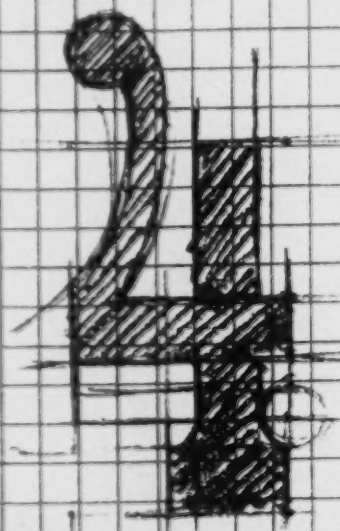
O4 _____

O5 _____

O6 _____

O7 _____

O8 _____



JOB-SEEKING SKILLS

WORKER FOR HIRE

1. Working with animals has always been an interest of Kelly's. He has had a pet since he could remember, and especially loves dogs and horses. After turning 16, he decided to try to make some money so he could buy a used car. He hoped to be able to combine his interest in animals with his need for money. The first thing he decided to do was to check the want ads in the newspaper.

2. He found very few jobs in the want ads that matched his interest in animals. However, he did read one ad for a stock person and part-time salesperson at a pet supply store. He was concerned that this would not give him any actual time with animals. He clipped the ad anyway, and decided to look in the yellow pages of the phone book for other businesses that worked with animals. He found the names of three vets in the area. His aunt also suggested that he might want to contact the dog groomer her family used for their pet.

3. Kelly' s next step was to write a letter to each of the five places he had identified as possible job sources. His letter was brief, but explained his interest in working with animals and his desire for a part-time job. He also included a copy of a resume that he wrote as part of his ICP and Career Passport in his English class. He included in his letter that he would make a follow-up call to see if any of these employers needed part time workers.

4. After a week, Kelly had heard back from only the pet supply store. The manager sent him a job application and asked him to return it as soon as possible. Kelly remembered from class that the job application form had to be neat with no errors. He worked carefully on the application, and then proofed it for any mistakes. After he sent in the application, he decided to call the other four employers. He told them who he was, asked if they had received his letter, and then asked if they might need a part-time worker. One of the vets was on vacation and could not be reached and another said his teen-age daughter worked with him. The third vet said she really wasn't looking for help, but would be willing to meet with Kelly if he wanted. Kelly arranged an appointment for the following week. When he talked to the dog groomer, she told Kelly she didn't need help now, but would keep his name on file for the future.

5. The store manager called Kelly two days after receiving his application and set up an interview time. As Kelly prepared for the interviews with the vet and the store manager, he made certain he was clean and had clean hair. He wore clean and pressed clothes–pants that were not jeans and a denim shirt. He decided he would also wear a tie, although he wasn't certain it was necessary. He made sure he had plenty of time to get to the appointments, and arrived about ten minutes ahead of time for each.

6. Kelly felt both appointments went well. At the end of the interview with the store manager, he told Kelly he needed to interview three other people and would let him know by the end of the week. At his appointment with the vet, he told her about his interests and how he felt he could help her. She liked Kelly's eagerness to work, and suggested that he might help her on Saturday mornings. She really did not need a regular part-time worker, but could use someone to help her clean the animals' cages and do other odd jobs once a week. Kelly thanked her and asked to think about the offer. He told her he would contact her in a week. Although he did not tell the vet, he wanted to know if he got the pet supply job and what his hours might be before he decided about working on Saturday mornings for her.

7. When Kelly got home after both appointments, he wrote a short note to both the vet and the store manager, thanking them for their time. He told the store manager he would call him about his status if he did not hear from him by the end of the week. He reminded the vet he would call her with his decision within the week. He also decided he would call again the vet who was on vacation to see if he needed help.

WORKER FOR HIRE ACTIVITIES

Use the information from what you have just read to complete the following activities.

1. In each of the seven paragraphs, underline one thing that Kelly did well to help himself find a part-time job. In some paragraphs, Kelly did more than one activity. Choose the one that you think was most helpful.

2. Which of the following is NOT a source that Kelly used to locate job possibilities?

   a. relatives or friends
   b. phone book
   c. library
   d. newspaper

3. Put the following steps that Kelly used in his job search in the order in which they occurred.

a. Interview.	1. _____
b. Make follow-up calls after the interviews.	2. _____
c. Complete a job application form.	3. _____
d. Locate possible job opportunities.	4. _____
e. Send thank-you notes.	5. _____
f. Call for interviews	6. _____

IT'S ALL IN THE APPLICATION

Below are sections of an actual job application form. Follow the directions for each section.

1. Begin by completing the following personal information section.

SOCIAL SECURITY NO. _____

LAST NAME _____ FIRST NAME _____ M.I. _____

STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

COUNTY _____ HOME PHONE: AREA CODE (____)_____

(OPTIONAL) WORK NUMBER (____)_____

2. What does the word *OPTIONAL* mean next to WORK NUMBER?
   a. List it only if you have a job.
   b. You can choose whether or not to list it.
   c. List your parent or guardian's work number.
   d. List the number of the place you want to work.

3. Check the box that shows you want a 40-hour-a-week job.

ARE YOU INTERESTED IN:	YES	NO
FULL-TIME PERMANENT work?	☐	☐
PART-TIME work?	☐	☐
TEMPORARY work?	☐	☐
INTERMITTENT work?	☐	☐
SUMMER work only ?	☐	☐

4. In the fourth choice above, what does the word *INTERMITTENT* mean?
   a. Work outside only.
   b. Work afternoons only.
   c. Work that is not on a regular schedule.
   d. Work for minimum wage.

5. Complete this section on Education and Training.

Total number of years of education, including primary school: _____

Highest academic degree or level attained: _____

Name and address of school, college or university where degree attained: _____

If no degree, last school attended: _____

In the area below, please describe briefly any additional information or special qualifications you have for the position(s) requested. Include special machines or equipment you operate, hobbies which have taught you qualifying skills, etc.

_____

_____

_____

BONUS: Some applications must be notarized before you return them to the employer. What does this mean? Where would you go to find a notary public?

_____

_____

_____

_____

_____

SAMPLE RESUME

A resume should ALWAYS be done without any errors. Use your editing skills to find at least ten spelling and punctuation errors in the resume.

JUSTIN BLACKWELL
231 N MAIN STREET
PORTSTOWN OHIO 45000
(330) 555-1236

Objective: TO FIND ENTRY-LEVEL EMPLOYMENT THAT WILL ALLOW ME ON-THE -JOB TRAINING TO MOVE INTO A MANAGEMENT POSITION.

Professional Experience

Kroger Company, Portstown, ohio — July, 1997 to Present

BAGGER. Use correct methods to put grocerys into customars bags. Locate grocery items for customers who forget something. work with the cashear.

McDonalds, Portsstown Ohio — May, 1996 to MARCH, 1997

FOOD SERVER AND COOK. Worked as a fry cook. Responded to orders from the cashiers. Taken customer's orders at the counter. Was polite and friendly, even to rude customers.

Education

1994 to 1997,Central High School, Portstown, Ohio
High School diploma

Organizations

1996 to 1997
Business Professionals Of america
Central High School chapter

KNOWING THE BEST ANSWERS

There are common interview questions that employers ask that are often difficult to answer. If you think about these questions ahead of time, they may be easier to answer in the interview. Work with a partner. Decide on the BEST answer you could give to these questions, and the WORST answer. Either write your answers on this sheet, or record them on tape. Compare your answers in class. As a class, decide which single answer is best for each question and which single answer is the worst.

HOW WOULD YOU DESCRIBE YOURSELF?
Best Answer:

Worst Answer:

WHAT ARE YOUR GREATEST STRENGTHS AND WEAKNESSES?
Best Answer:

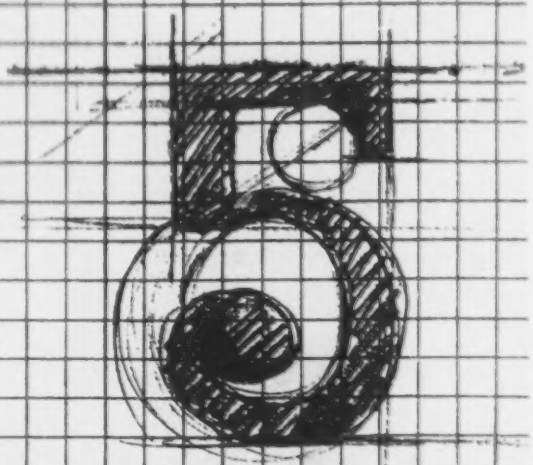
Worst Answer:

WHY SHOULD I HIRE YOU?
Best Answer:

Worst Answer:

I SEE BY YOUR TRANSCRIPT YOU HAVE MISSED A LOT OF SCHOOL. CAN YOU EXPLAIN WHY?
Best Answer:

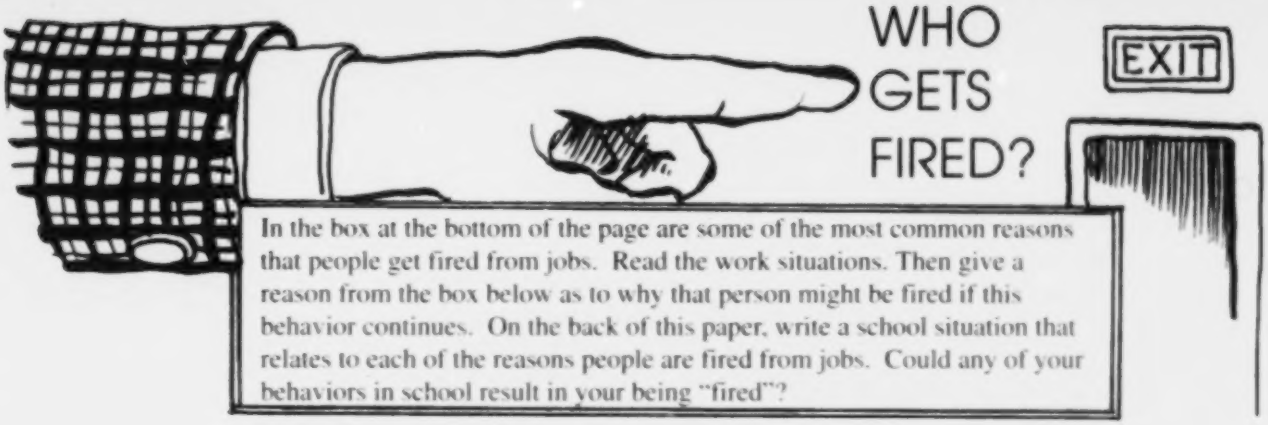
Worst Answer:



JOB RETENTION AND CAREER ADVANCEMENT SKILLS

GET IN THE HABIT

People are most often fired from jobs because they don't have the right work habits. Employers want employees who are on time, ready for work, able to work in a team and get along with others, willing to follow directions, and who will do a little more than what is required of them on the job. Discuss other work habits that employers are looking for with your class. Then design a poster, display, or bulletin board that would promote a good work habit. Think about a slogan or phrase to use with your artwork. A good visual will catch the reader's eye, so make your display as attractive as possible.



In the box at the bottom of the page are some of the most common reasons that people get fired from jobs. Read the work situations. Then give a reason from the box below as to why that person might be fired if this behavior continues. On the back of this paper, write a school situation that relates to each of the reasons people are fired from jobs. Could any of your behaviors in school result in your being "fired"?

1. Lynn works in a small retail shop. A customer made a large purchase in the store. Lynn's supervisor asked her to help the customer carry the purchase to the car. Lynn complained to the supervisor that it was raining hard outside and she really didn't want to get her new shoes wet.

2. Marco works in an upscale restaurant. The restaurant manager has organized teams of workers within the restaurant. Marco does not like some of his co-workers. He complains to them when food is not ready for him to serve as fast as he thinks it should be. He also never helps any of his team members when they are busier than he is.

3. Lindsay works for a construction company. Twice she has incorrectly measured a piece of lumber, and cut it too short so it cannot be used. She also did not put away some of the tools she used. It rained during the night, and the tools were damaged.

4. Chris is an administrative assistant. He has been given a new computer to use at work. There are several classes he could take through work to learn about the new system. He doesn't want to take the time to go to the classes. His supervisor also asked him to attend business meetings and take notes so he can answer questions from clients when they call. Chris attends the meetings, but never really gets involved enough to understand the program. He continues to send all phone calls to his supervisor to answer questions.

5. Alison is a floral designer for a large florist. Several times her supervisor has asked her to work late to help with a large order. She likes to work regular hours, so she rarely stays over. She does the minimum of what is expected of her on the job, but never does anything extra.

DOES NOT GET ALONG WITH CO-WORKERS AND SUPERVISORS
IS ABSENT
SHOWS NO INTEREST
CONTINUOUSLY MAKES COSTLY MISTAKES
DOES NOT FOLLOW DIRECTIONS
SHOWS UNWILLINGNESS TO LEARN

As a high school student, you are probably thinking about your career choice and what your first job will be after you finish your education. Work experts tell us that you will likely have at least seven to ten different jobs in your work life, and probably three different careers! That may be a lot for you to think about–especially if you have not yet decided what your first career might be.

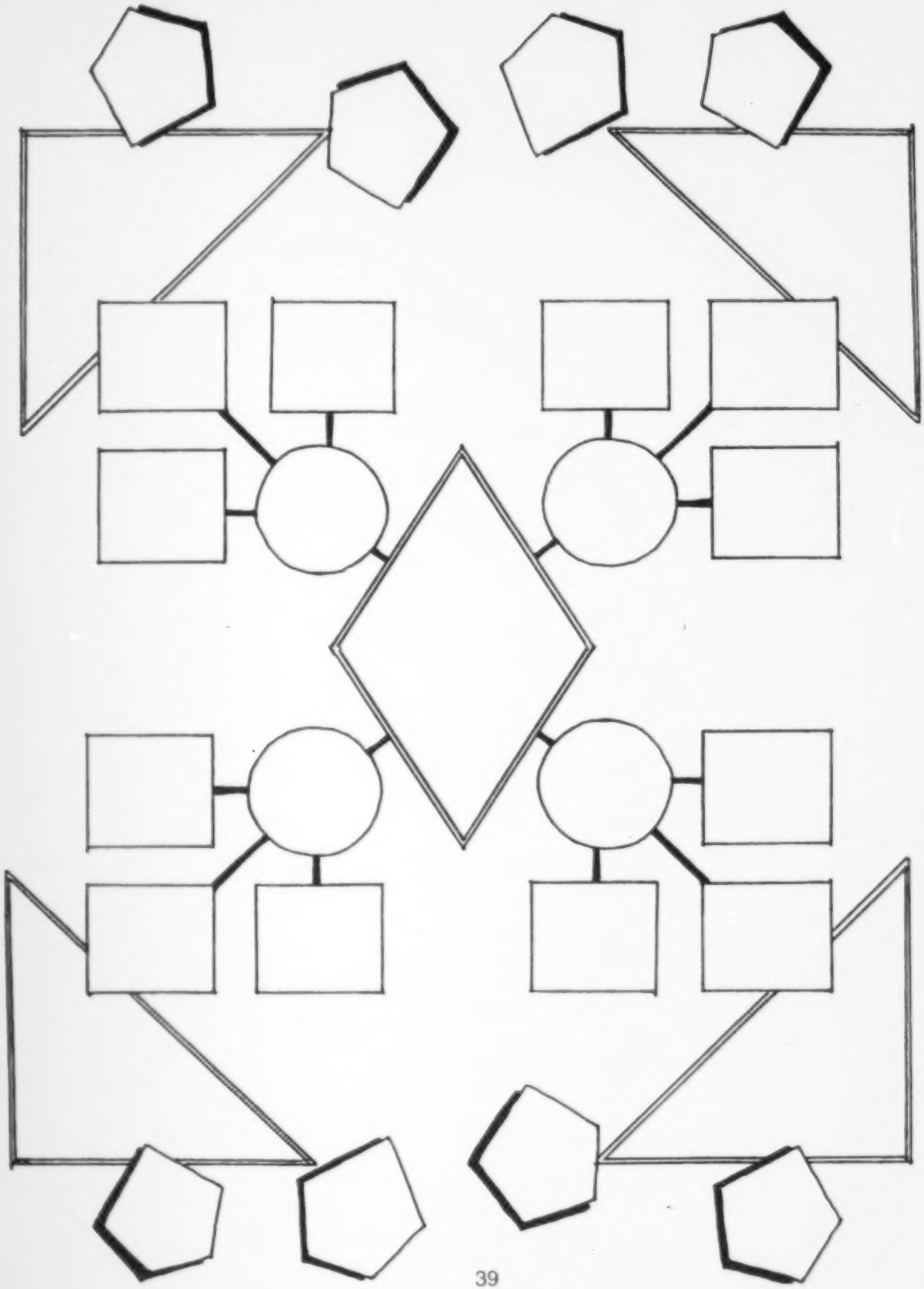
To help you think beyond your first job, use the web sheet. In the center, write your initial career goal when you finish school. In the four circles around the center one, list four related jobs that you might consider after your initial career goal.

Example:

Initial Career Goal	**Related Career Goals**
Licensed Practical Nurse	Registered Nurse
	Nurse Anesthetist
	Home Health Services Manager
	Emergency Medical Technician

- In the squares, list at least three steps you would need to take to reach the next career goals.
- In the triangles, write the degree or additional training you would need to reach the next career goals.
- In the pentagons, list any barriers or special things to consider for your next career goals. Examples: Will you have to move? Will you need financial help? Does the next career goal require a promotion that you may or may not get?

BE CREATIVE! Think about realistic next careers, but don't limit yourself. If you need more information, use the *Occupational Outlook Handbook* or a computerized career information system such as OCIS.

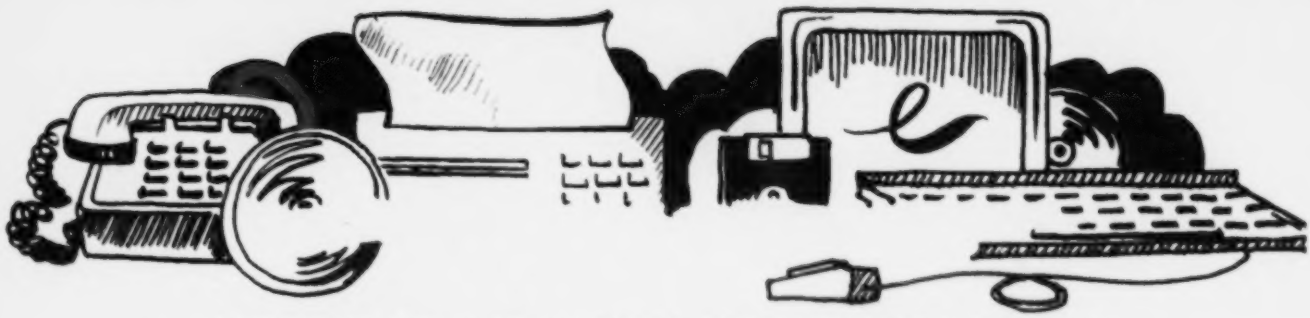


PROMOTING YOURSELF

Employers promote employees who have good work habits and show initiative. Several work situations are listed below. Describe the best thing you could do if you want to move up in the company, and what you could do if promotion is not important to you. Since employers want employees who can work well together, you might want to work with a partner on this activity. Write your answers in the spaces or be prepared to role-play the situations in class.

SITUATION	IF YOU WANT TO BE PROMOTED	IF YOU'RE NOT INTERESTED IN PROMOTION
1. Your boss asks you to stay late tonight to help finish an important project for the company. You have a date for dinner with someone you have only gone out with twice, but really like. What do you do?		
2. Teamwork is important where you work. You have been asked to work with a special work team on a project. You've been to two team meetings and nothing is getting done. You know you could do much of the project by yourself, and a lot faster than waiting for team decisions. What do you do?		
3. In the last two years, three people have been promoted into jobs that you wanted. You feel that you are more qualified than the people who have been promoted. You suspect you have been overlooked because of your gender. What do you do?		
4. One of your co-workers has only lived in this country a few years. He has an accent, and observes different religious holidays. No one else likes to work with him, and often people make fun of him behind his back. What do you do?		
5. You have always struggled with being late in the morning. You are usually the last one to get to work, and your boss has noticed it. What do you do?		

TECHNOLOGY IN THE WORKPLACE



KEEPING UP WITH TECHNOLOGY

There have been many advances in communications technology that have changed how companies do business. Listed below are several situations that might occur in a work setting. Choose the best communication method to solve the work situation. There may be more than one choice for some of the situations.

1. Your boss is on a business trip in another state. She calls to tell you she needs a copy of a ten-page report you developed by 8:00 am the following morning. It is 3:30 pm in the afternoon. What is the best method to get her the report?_____

   How would this have been handled in the past? _____

2. You have been asked to work on a project with two other employees. One works at the Cincinnati office and the other works in the Cleveland office. What is the most cost-effective way for the three of you to together discuss the project? _____

   How would this have been handled in the past? _____

3. You want to go to a seminar to learn new skills. Your supervisor is trying to save costs. What would be an alternative to attending a seminar in person?_____

   How would this have been handled in the past? _____

4. Your boss is on a business trip in another state. He calls to tell you he needs a copy of a sixty-page report you developed (with color graphics) by 2:00 pm the following afternoon. It is 3:30 pm in the afternoon. What is the best method to get him the report? _____

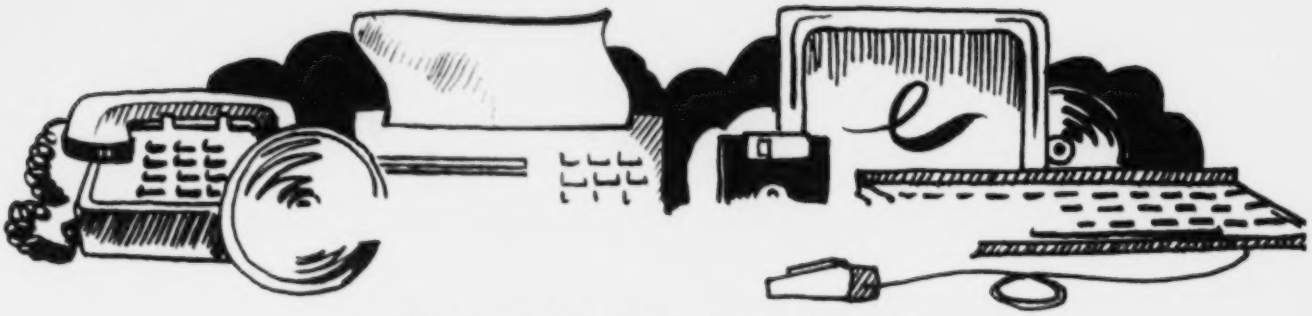
   How would this have been handled in the past? _____

5. You work for a large company. You need to get a message to all of the other employees as soon as possible. What is the quickest method to send a message to everyone in the company? _____

   How would this have been handled in the past? _____

NEW COMMUNICATION METHODS

computer video conference	fax	overnight mail
satellite conference	e-mail	cellular phones



THE FUTURE IS NOW

Sometimes change happens so quickly that we don't realize how much change has happened in our lifetimes, and how it has affected our lifestyles. The following activities will help you see how technology has changed in your lifetime and to project what changes you may see in the future.

Use the library to locate an urban telephone book from the year you were born. Compare the Yellow Pages of this phone book to the *current* Yellow Pages of a phone book from the same urban area. Look up the following technological categories and compare the number and kinds of businesses listed in each phone book.

Engineers _____

Electronics _____

Computers _____

Tool and Die makers _____

Business related to your career choice _____

Can you find categories in the current Yellow Pages that were nonexistent in the year you were born?

_____

_____

Think about your family's personal electronics purchases since you were born. How have they changed? Consider the following categories:

televisions	sound systems
VCRs	video games
computers	cellular phones/pagers

Interview a parent or guardian or a grandparent. Ask what changes they've seen in their lifetimes. What future changes in these products do you project will happen in your lifetime?

THE FUTURE OF TECHNOLOGY

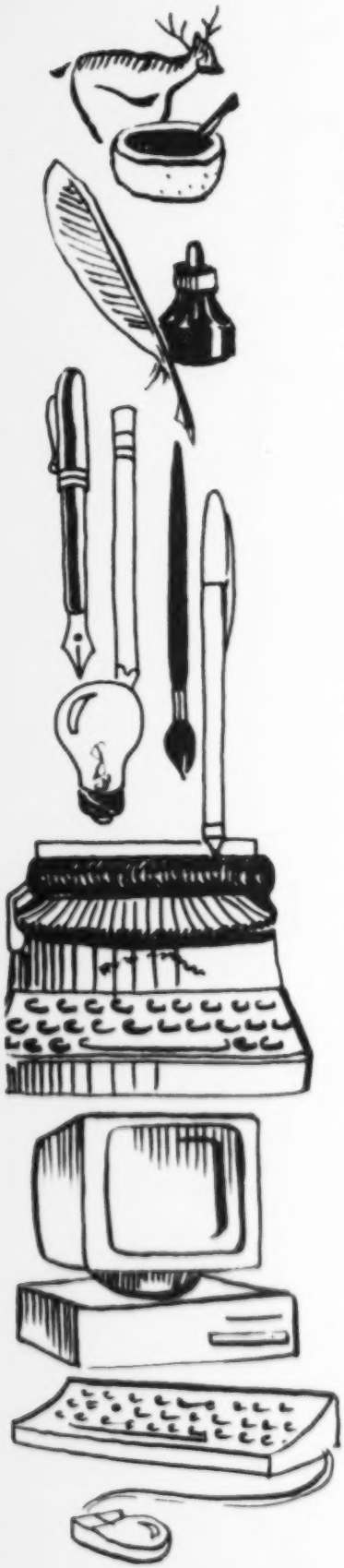
Use the Occupational Outlook Handbook or a computerized career information system to find the employment outlook for the following careers. See if you can find information specific to your state or even your region in the state.

SYSTEMS ANALYST	EMERGENCY MEDICAL TECHNICIAN	COMPUTER MAINTENANCE TECHNICIAN
DENTAL LABORATORY TECHNICIAN	ELECTRONICS TECHNICIAN	MACHINE TOOL OPERATOR
ARCHITECT TECHNICIAN	CAD/CAM TECHNICIAN	ENGINEERING TECHNICIAN

Find five other careers that are increasing rapidly in job growth. Some of these five should be related to a career of interest for you. How is technology used in these careers?

Name at least three technical skills you believe all high school students should have before they graduate.

What technical skills have you used in high school that you think will be helpful on the job?



TECHNOLOGY ON THE JOB

Use the following questions to interview a worker in a job related to your personal career choice. You may want to interview the worker in person on the job site or on the telephone.

Person Interviewed _____

Company _____

Job Title _____

How do you currently use technology on the job?

How has your job changed in the last ten years because of technology?

What changes do you think will occur in the future in your job because of technology?

How do you learn the new skills you need for changing technology?

Has technology replaced any jobs in your career field?

LIFELONG LEARNING

Year after year beheld the silent toil
That spread his lustrous coil;
Still as the spiral grew,
He left the past year's dwelling for the new...

-Oliver Wendell Holmes

"The nautilus is a marine animal whose soft body is partly covered with a coiled shell. As the animal grows, its shell develops in form of a spiral. The nautilus adds a new chamber to its shell each time it outgrows its old one. Each new chamber is closed at the rear, so the animal always lives in the outermost chamber of its shell."

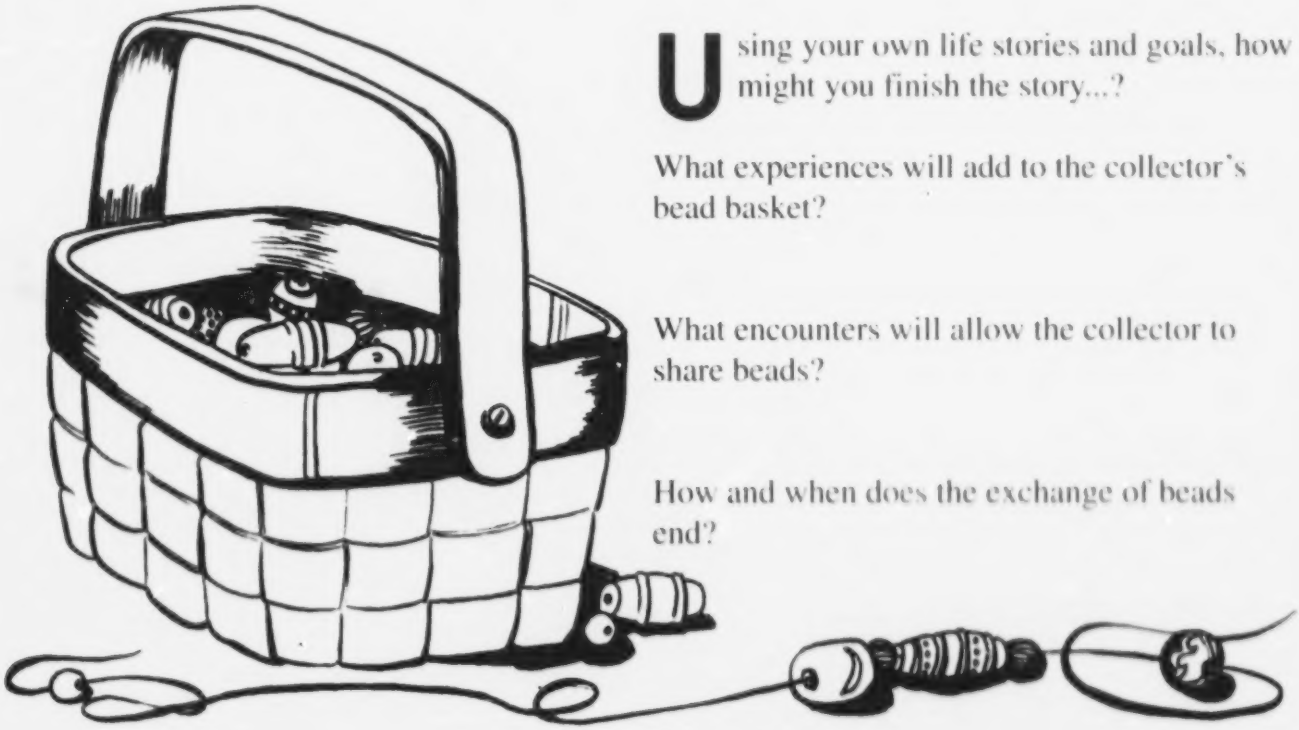
-World Book Encyclopedia

Still, it carries the past with it, connected by a siphuncle; a blood filled tube that extends throughout all the chambers of the shell. If human intellect grew in the same way, each chamber would represent a learning experience, since it is by learning that we grow intellectually. Using the abandoned shell as your timeline, label (with word or picture symbols) the chambers that you have outgrown, but still carry with you. Begin with the center as your birth and identify in successive chambers those learning experiences that have pushed you into the outermost chamber. You may want to consult friends/relatives to recall earlier learning experiences.

Extension: Since you are living in the "outermost chamber" . . . can you predict the chambers you might move into next? How large will your shell become?

A young bead collector had devoted her childhood to acquiring a most admired collection of baubles. Some had been simply handed to her. Others had been bestowed with great hardship and even sorrow. Still others were the reward for goals set and conquered. However, each had been endowed with a time-honored beauty, which seemed to be polished as the beads tumbled together in the collector's basket. When the time had come for the bead collector to venture out on her own, it was with great pride that she strung her beads together and placed them about her neck. It was then, for the first time, that she noticed others had been collecting beads as well. She met many with beads identical to hers...and a few with some quite different. In addition, she wondered from where had they acquired such magnificent trinkets.

She asked. In return, she was handed the bead about which she had inquired, and its beauty was explained. Feeling guilty about the gap created in the new friend's neckpiece, the young bead collector quickly selected one of her own to give in trade. For this hasty action, she was admonished, "do not simply give away your beads out of obligation or without purpose. Find someone in need of one that you carry and, in giving, you shall make room for new beads."



Using your own life stories and goals, how might you finish the story...?

What experiences will add to the collector's bead basket?

What encounters will allow the collector to share beads?

How and when does the exchange of beads end?

Those having torches will pass them on to others.

-Plato, *The Republic*

In the relatively short history of your life, you have already acquired vast knowledge. Some of that knowledge you acquired in school. Much of that knowledge was acquired by experience from "the school of hard knocks." In addition, some was shared with you by way of stories, told by those who know more. Now it's your turn. . .

1. Identify an important lesson that you have learned. How did you learn this lesson? How have you made use of the learning? Is the knowledge worth sharing with someone younger?

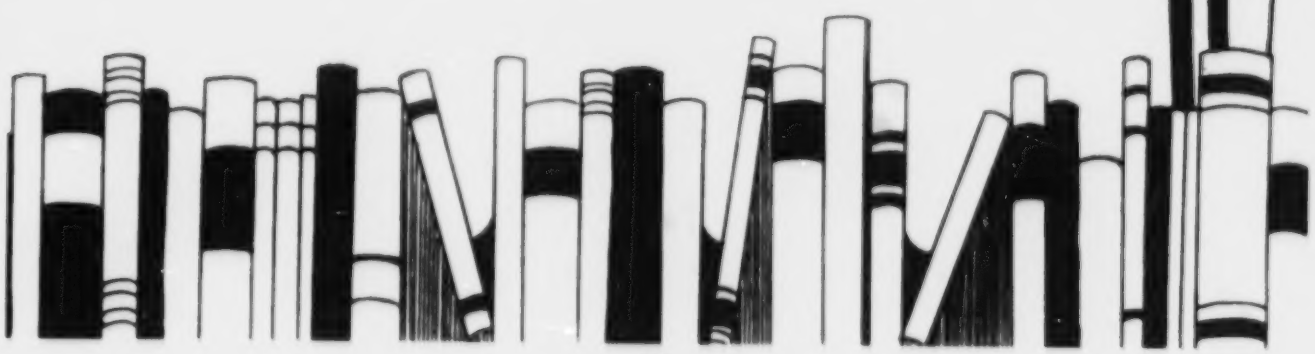
2. Create a cartoon character to represent yourself. The appearance of the character should reflect some of your personality traits. Create the caricatures of any other characters needed to help tell the story of your learning experience.

3. Write the story. Plan for your story to be shared with a young child. Keep the story simple and yet interesting... perhaps a learning adventure, a mystery or comedy.

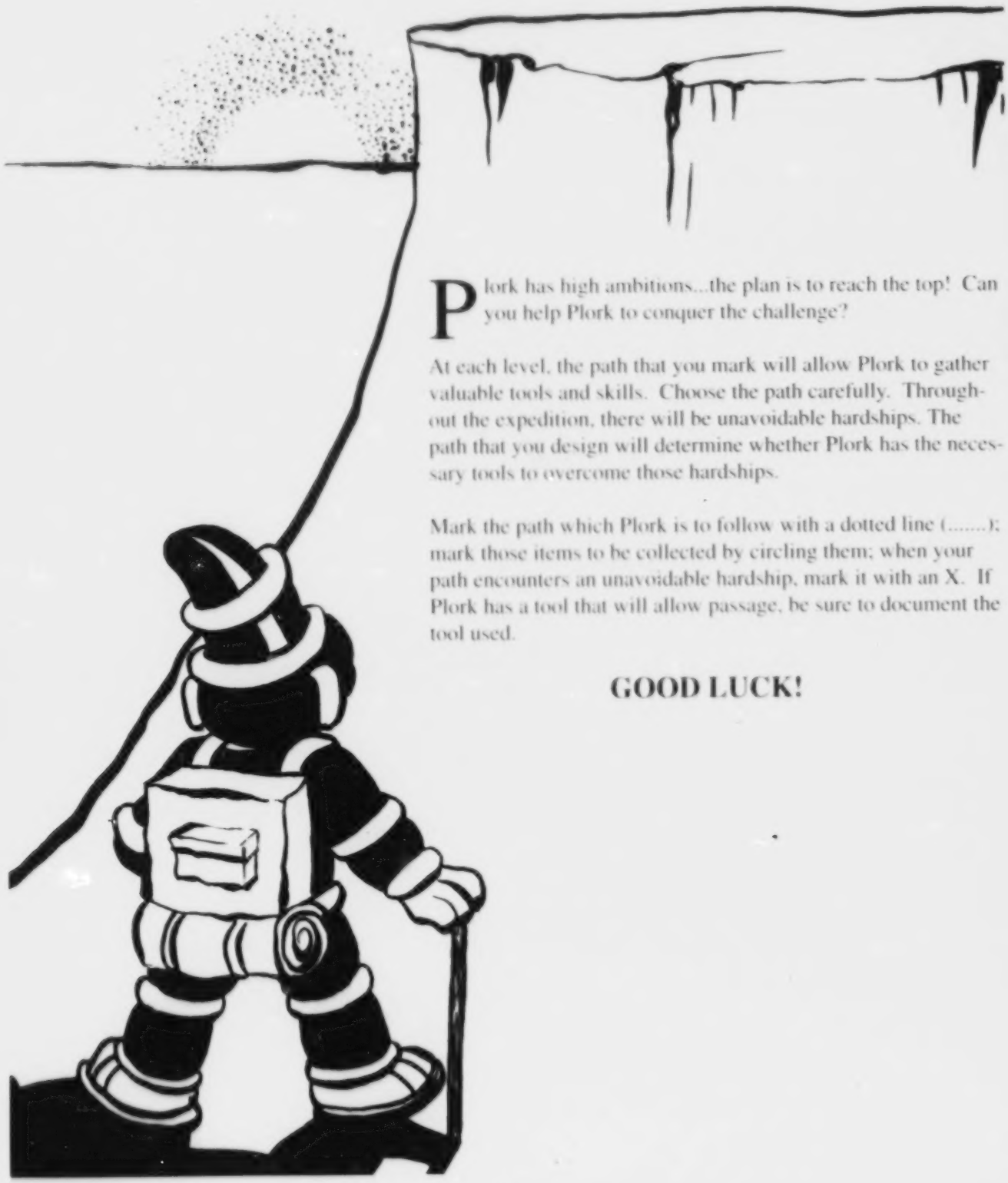
4. Construct the pages for your book.

5. Using the characters created in step two, illustrate your story.

6. Make arrangements with an elementary classroom teacher to share your story with a child.



THE ADVENTURES OF PLORK



Plork has high ambitions...the plan is to reach the top! Can you help Plork to conquer the challenge?

At each level, the path that you mark will allow Plork to gather valuable tools and skills. Choose the path carefully. Throughout the expedition, there will be unavoidable hardships. The path that you design will determine whether Plork has the necessary tools to overcome those hardships.

Mark the path which Plork is to follow with a dotted line (.....); mark those items to be collected by circling them; when your path encounters an unavoidable hardship, mark it with an X. If Plork has a tool that will allow passage, be sure to document the tool used.

GOOD LUCK!

lies
DILEMMA
TEAM ASSIGNMENTS
Organization
Lay off
failure
peer pressure
STRESS
stress
knowledge
respect

WORLOAD
budgeting
INTERVIEWS
irresponsible
cooperation
lazy
creativity
STRESS
PEER CONFLICT
deadlines
persistence
tardy
focus
planning

55

ECONOMIC EDUCATION

Where Did My Money Go?

When you receive your first paycheck, you may be surprised to find how much of your money is taken out for other things besides your pay. Usually, you can expect your take-home pay to be about two-thirds of the total amount of money you make. Many pay stubs will also give you other personal employment information. Use the paycheck example below to answer the questions.

Payroll Number 85-791-03		Name of Employee Rico Smith		Social Security Number 555-55-5555	
Base Rate $14.26	Pay Period Ending Date 2/7/02		Net This Pay $766.72	Group Life Insurance $30.00	
Current Period:	Federal Withholding Tax $186.00	State Withholding Tax $47.98		City Withholding Tax $22.82	Medicare $16.54
Year To Date:	$736.00	$170.33		$91.30	$65.79
Charity Pledges	00.00	Credit Union	$30.00	Savings Bonds	00.00
Leave Hours Used:	Vacation 5.50	Personal 00.00	Sick 00.00	Gross Earnings Current:	$1,141.20
Balance:	32.00	28.00	36.10	Year To Date:	$4,566.25

How much money was taken from the current pay period for federal withholding tax?

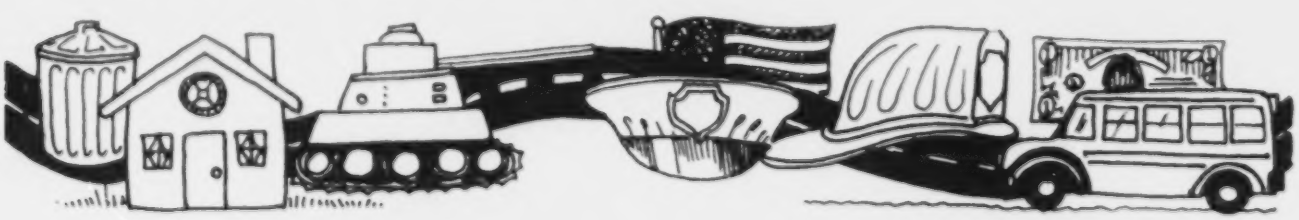
How much money has been taken this year for state withholding tax?

How much vacation time did you use during this pay period?

How much money was taken from the current pay period for city tax?

How much money is taken from this check to be deposited in the credit union?

Which is the only amount above that you can choose to have deducted?



Extension: How is the money taken out for Medicare used? Do you have a choice in this?

HOW IS MY MONEY USED?

People in this country often complain about paying taxes. However, when you work, the tax dollars you give to our economy pay for many services. We would have to do without these services if there were no tax dollars. Most workers pay local, state, and federal taxes. Complete the chart below to show some of the services tax dollars cover. A few have been done for you.

LOCAL	STATE	FEDERAL
schools	schools	housing for people with limited income

county roads	highway patrol	mayor's salary
governor's salary	military	interstate highways
intrastate highways	garbage pick-up	office space for state legislators
production of new money	president's salary	foreign aid
police departments	fire departments	FBI

BONUS: Use your research skills to add the following services to the chart: Bureau of Employment Services, Worker's Compensation, Student Loan Program, air traffic controllers, disaster relief, and the Food and Drug Administration.

Write a sentence to describe what each of these services does.

WHY DO YOU BUY?

Understanding why you buy the products you do will help make you a better consumer. Advertisers target teen-agers because you have buying power. Below you will find several factors that help shape your decisions when you buy. Choose one of the factors and show how companies may use these techniques. Design a poster or collage using actual examples you have found, OR produce your own video or audiotape commercial that demonstrates one of the techniques, OR design your own magazine advertisement using one of the techniques.

NAME BRAND AND/OR REPUTATION: You can count on this brand to be excellent quality.

PEER GROUP PRESSURE: Everyone has one; it will increase your popularity if you buy this particular product.

PRICE AND/OR VALUE: You will get more for your money with this product.

LOCATION: This store is convenient for you, has a drive-through, and so on.

CELEBRITY ENDORSEMENT: If you want to be like someone famous, you will use this product.

FAD: In order to be up to date with the latest style, you need to have this.

(You are not limited to this list. If you can think of another technique that is used to sell products, you may demonstrate it.)

WHAT ARE WE PRODUCING?

In this century, our economy was based on four *factors of production:* land, labor, capital, and entrepreneurship. The chart below explains each of these four factors. Often industries were especially dependent on land (the natural resources or raw materials found in the earth) for production. Successful companies were those that had easy access to the natural resources and raw materials needed for their products.

The chart below identifies the traditional factors of production for a fast food hamburger. You fill in the factors of production for a leather athletic shoe.

	LAND (natural resources or raw materials)	**LABOR** (people with skills and technologies)	**CAPITAL** (building, tools, equipment, money)	**ENTREPRENEURSHIP** (the risk-taking human resource)
fast food hamburger	cattle and vegetables from which the food is made	food servers and cooks	restaurant property, equipment and furniture	restaurant (franchise) owner
leather athletic shoe				

Since we have moved from an industrial society to an information and service society, these factors of production will probably no longer apply. Many companies may not make their profit from "products." Try to use the same factors above to chart the following information and service "products."

computer games
physical fitness trainer services
advertising ideas
car loan or investment company

What do you think the factors of production might be in an information and service society? Which do you think is the most important factor of production for the "products" above?

BALANCING WORK AND FAMILY

KEEPING THE BALANCE

It is important to have a balance in your life in three areas: self, family and work. At different stages of your life, all of these areas will probably change, but keeping a balance is still important. Right now, work is school for you and perhaps a part-time job. Whether you are male or female, in the future your work will likely be at a paying job as well as taking care of your home. Family for you now may mean your parents, sisters and brothers, grandparents or other adults. But in the future your closest family may be your own children, a husband or wife, or special friends.

Use the following questions to complete the chart on the next page. List the activities that you do now, and those that you think you may do in each of the three areas in the future. Try to keep a balance of time. How many hours do you spend in each area per week? How many hours do you want to spend in the future? How do you think both your work activities and your family activities may change as you get older? What kind of work will you be doing in the future (both at home and for pay)?

EXAMPLE

SELF: jog three times a week, listen to music everyday, spend time with friends = 32 hours per week

WORK: go to school, do homework, work at a restaurant = 55 hours per week

FAMILY: eat meals, watch TV, go out together, visit my grandmother = 18 hours per week

Extension: Design a collage or poster that represents you in these three areas of your life right now. Choose symbols or illustrations that show how you spend your time in these three areas and what interests you in each of these areas.

KEEPING THE BALANCE CHART

	SELF	WORK	FAMILY (identify family members closest to you.)
PRESENT			
AGE 25			
AGE 50			

WORK AND FAMILY DECISIONS

Most workers have both a work life and a family life. Both are very important and need to be balanced so you can give time to each. Listed below are four decision-making situations you may have in balancing both a work life and a family life. For each dilemma, think of three alternatives. Then list the consequences of each alternative. Choose one alternative that you think would be the best in the situation. The first one has been done for you. The last is blank. Use this space to create your own decision-making situation that requires balancing a work life and a family life.

SITUATION	LIST THREE ALTERNATIVES	WHAT ARE THE CONSEQUENCES?
1. Your boss asks you to work on the afternoon of your from daughter's school play. She really wants you to be there, but you know your boss also needs you at work.	1. Ask your boss if you can work late the day before the play to make up the time you will miss. 2. Arrange for your spouse or parent to go to the play, and you go to the rehearsal. 3. Call in sick for work the day of the play.	1. You will have to take more time away from your family to work late the night before. 2. You will disappoint your daughter. 3. You are being dishonest with your boss and could lose your job if discovered.
2. You have been offered a job that requires you to sometimes travel during the week. If you take the job, your spouse will have to be with the children alone more often in the evenings, or you will need to use a babysitter more often. The job means you will get a small raise.		
3. You have been working more hours on special projects at work. You still have many home responsibilities in the evening such as cooking, cleaning up after meals, laundry and keeping the house clean. You are going to work very tired in the mornings.		
4. Your child is sick. Someone must stay home with him. You have work that you cannot miss.		
5.		

WORKING FACTS

When you are reading information, it is important to know what is a fact and what is an opinion. A fact is true and can be proven. An opinion tells you how someone feels, but can not be proven with fact. Often people have opinions about the differences in work that men and women do–both on the job and at home. However, sometimes people don't know the facts. Choose which of the statements below are facts and which are opinions. Circle the number of the statements that are facts.

1. There are more women in the workforce today than there were 20 years ago.

2. Women should not work at paying jobs if they have children.

3. Sixty-five percent of women who earn minimum wage are either single parents, or women who have not worked at a paying job for several years because they have worked in the home.

4. People who do not graduate from high school usually earn less money throughout their lives than high school graduates do.

5. Men should earn more than women because men support the family.

6. Women who work at a paying job and have children never have any leisure time.

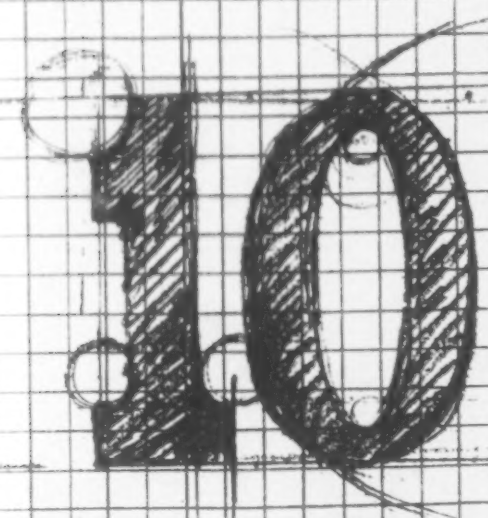
7. People with less than a high school education will be able to fill only 14 percent of the jobs of the future.

8. All working parents have problems with childcare.

9. A man who decides to stay home to raise his children is probably one who can't find a good-paying job.

10. One of the best indicators of how well a child will do in school is how well the mother reads.

Now choose one of the statements that you think is an opinion, and with which you disagree. On the back of this paper, write a brief paragraph that explains why you disagree with this opinion.

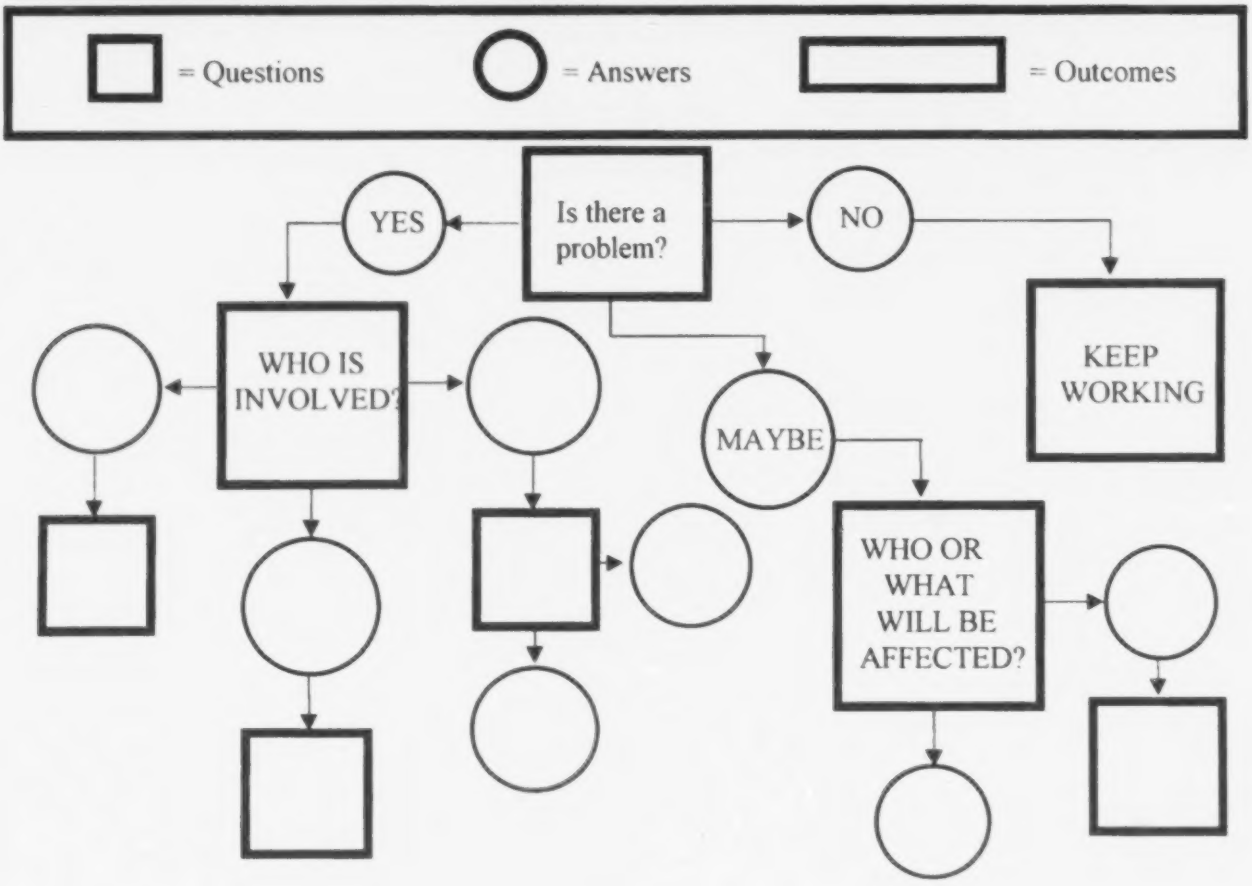


CITIZENSHIP IN THE WORKPLACE

CONFLICT RESOLUTION FLOWCHART

Few careers allow one to work in isolation. And when 2 or more persons need to work toward a common goal, conflicts can arise. The best strategy for reaching resolution is knowing what questions to ask...and what to do with the answers.

Using the flow chart below, and the symbols key, can you map the questions and answers that will lead to resolution? There is space to chart additional questions, answers and outcomes.



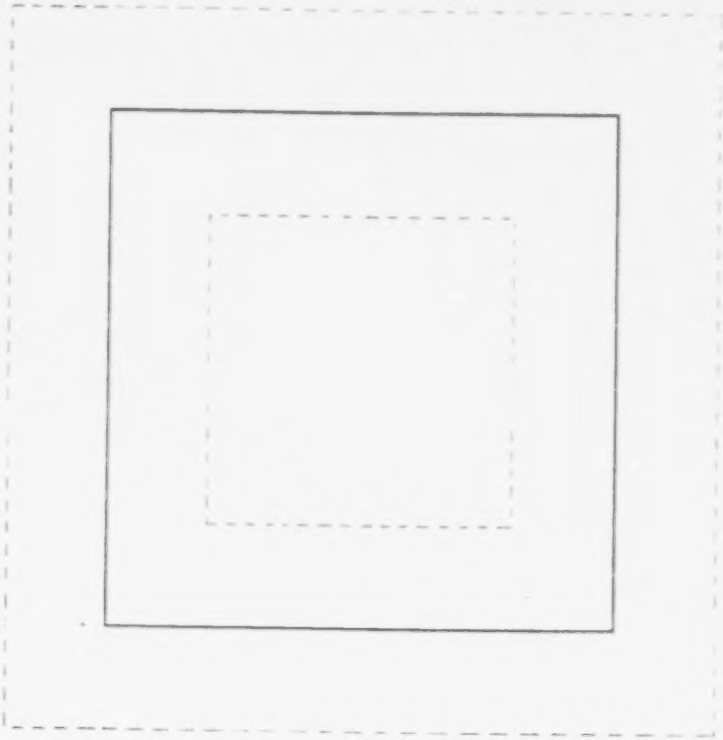
LUNCH TIME

During the work day, the lunchroom is often one place and time in which employees from different departments, with different responsibilities and different perspectives, gather to share conversation. The atmosphere of the lunchroom should be one that encourages mutual respect and appreciation of others.

Choose one of the slogans below and create a lunchroom poster that promotes a positive work environment.

(a) TEAMWORK
(b) We share a common goal. . . SUCCESS
(c) Cooperate, Compromise, Contribute

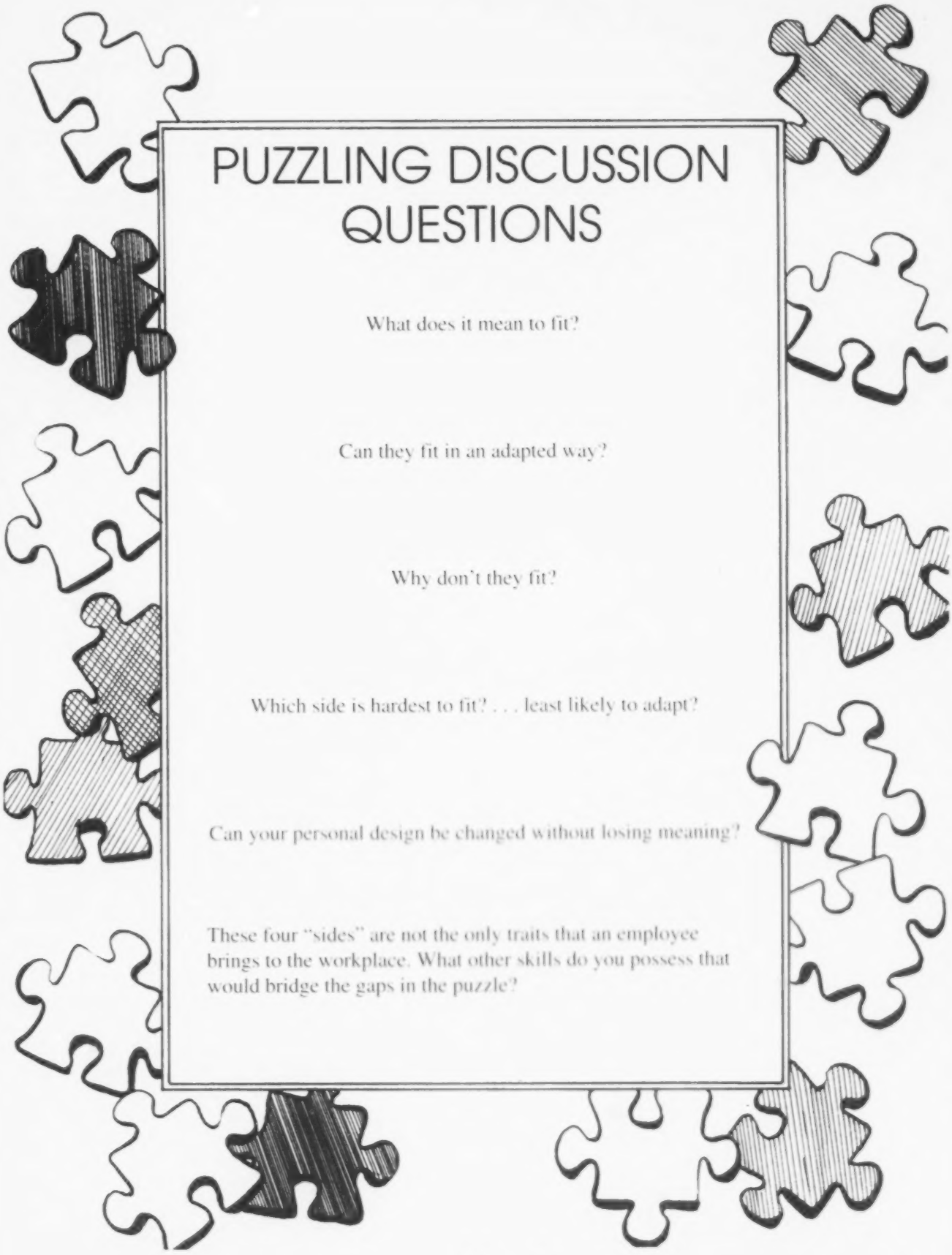
IT'S PUZZLING!



Without discussion, using the template above, design a personal puzzle piece that reflects four "sides" of your "work-self." Make one side a representation of your cultural heritage, while a second side should reflect a strong positive personality trait. The third side should represent a self-assessment of your work ethic (i.e. do you work harder at the beginning of an assignment, throughout the assignment, or does your hard work waiver throughout?). The final side of the puzzle piece should reflect a negative personal work trait of which you are aware.

These traits should be written between the bold margin and the inner dotted margin. Parts of the puzzle piece should not exceed the outside dotted margin. Likewise, indentations should not exceed the inside bold margin.

Once completed, cut out your puzzle piece. When the class assembles as a "workplace," try to fit each classmate's piece together to make a "whole." Try to



PUZZLING DISCUSSION QUESTIONS

What does it mean to fit?

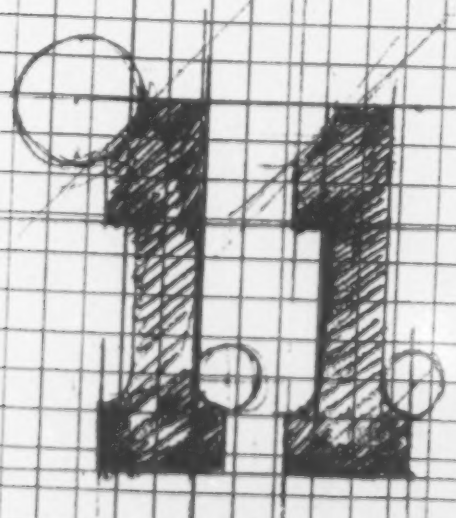
Can they fit in an adapted way?

Why don't they fit?

Which side is hardest to fit? . . . least likely to adapt?

Can your personal design be changed without losing meaning?

These four "sides" are not the only traits that an employee brings to the workplace. What other skills do you possess that would bridge the gaps in the puzzle?



LEADERSHIP

USING LEADERSHIP SKILLS

In a national report called the Secretary's Commission on Achieving Necessary Skills (SCANS), employers identified skills they want employees to have. These skills are the same skills that good leaders have and use. The SCANS skills are listed below.

- **RESOURCES** Identifies, organizes, plans, and allocates resources such as time, money, materials and facilities, and human resources.
- **INTERPERSONAL** Works with others in the following ways:
  - Participates as part of a team
  - Teaches others new skills
  - Serves clients and/or customers
  - Exercises leadership
  - Negotiates
  - Works with men & women from diverse backgrounds
- **INFORMATION** Acquires and uses information including using computers to process information
- **SYSTEMS** Understands complex interrelationships
- **TECHNOLOGY** Works with a variety of technologies

On the next two pages are different situations that show examples of the SCANS skills in use. Use this page to identify the specific SCANS skill that fits the situation. One page gives examples of SCANS skills in use at school. The other page gives examples of SCANS skills in use on the job.

SCANS AT SCHOOL

Use the *Using Leadership Skills* sheet to identify the SCANS skill used in each situation below.

1. Juan's teacher assigned him to work on a project with a group of students he did not know well. Most of his friends were in another group. He really wanted to be with them. However, he decided to do his share of the work in the group to which he was assigned, and tried to get along with the students he did not know. _____

2. Katie had to research a career of interest to her. As part of the project, she was to provide current information about her career choice, as well as the job outlook for the future. Katie went to the library to use OCIS, her school's computerized career information system. She also used the Internet to find more information about her career choice from several Web pages. E-mail allowed her to communicate directly with some workers in her chosen career field. _____

3. When Katie was done gathering the data she needed, she designed a poster to provide information about her career. On the poster was a chart that clearly explained the future of her chosen career. She used several illustrations so others in her class could understand the information she presented. _____

4. Tyler just turned 16 and really wanted to buy a car. In order to do that, he got a part-time job. He was also on the track team, so he spent time after school practicing with his team. He knew he had to keep his grades up so he could stay on the team. Tyler talked to his employer about his hours so that he could work on weekends. He tried to get more homework done at school so he did not have so much to take home at night. _____

5. Shanda worked on the school yearbook. She was in charge of getting ads for the yearbook to help cover costs. Shanda suggested a better way for yearbook workers to contact businesses in the area. This increased the number of ads sold for the yearbook. _____

Extension: Identify a time that you have used one of the SCANS skills well. Document that experience in your individual career plan (ICP).

SCANS AT WORK

Use the *Using Leadership Skills* sheet to identify the SCANS skill used in each work situation below.

1. Michael is an administrative assistant. His boss needed to make a presentation on a certain topic. Michael found several files related to her topic, and put together some graphs for her to refer to in her presentation. _____

2. Cheryl supervises five employees at a landscape company. She gives each employee work assignments each day, and tries to be certain that no one worker has more to do than another does. She also tries to let them do the jobs each one does best to ensure that it is always quality work. _____

3. Alex works for a car manufacturer. His work team puts together the seats for the car. The fabric in the seat back will not lay flat which causes a problem in assembly. Alex works on a solution to the problem, and takes it to his supervisor as a suggestion. The suggestion is used to improve the assembly of the car seat.

   _____

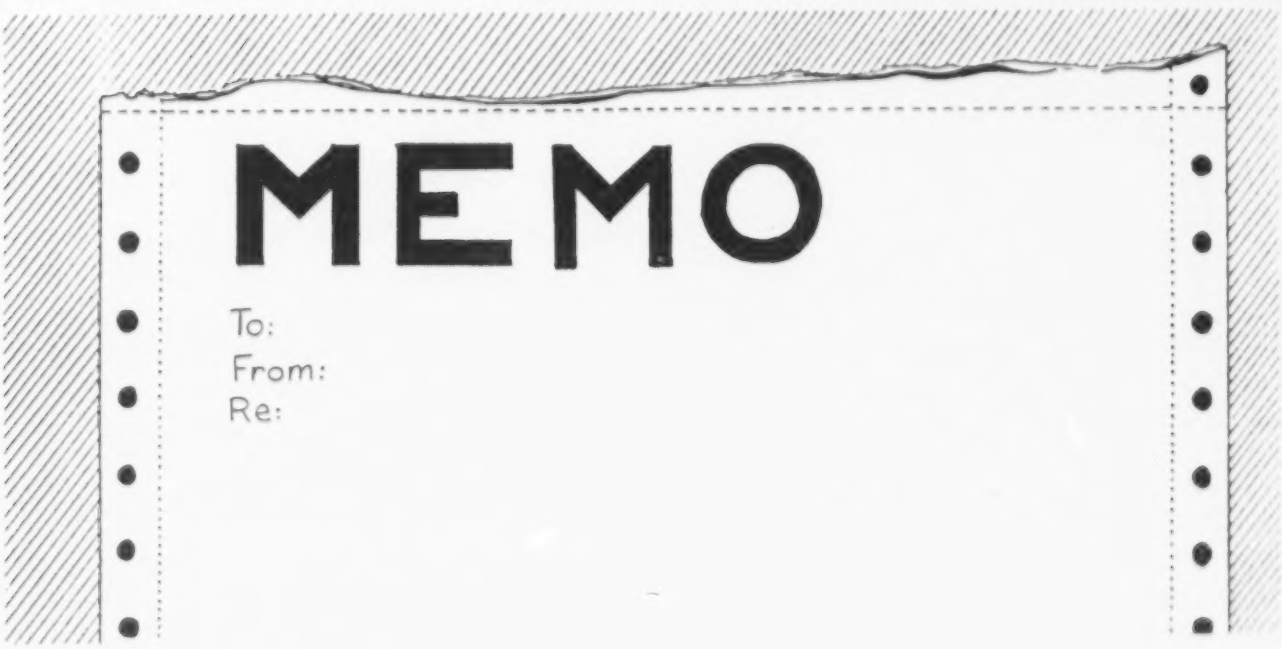
4. Sheila works in an advertising company. The company is thinking about using a new software program in their design department. Sheila volunteers to attend a workshop to learn about the new software and see if it would be an improvement over what they have. _____

5. Andrew is a hair cutter at a hair salon. When one of his regular clients cancels an appointment due to illness, Andrew rearranges his schedule so he can work him in later in the week. _____

Extension: Talk to someone in the career in which you are interested. Ask this worker to describe times that he or she has used the SCANS skills. Also, ask him or her to define the skills that make a good leader.

YOU'RE THE LEADER!

An important skill that most leaders have is the ability to communicate well. Assume that you are the supervisor in a company. Your employees are spending too much time talking when they are not busy. Other workers (that you do not supervise) have complained to you. You are satisfied with the work that your employees do, but you have also noticed that they spend too much time off-task, and often talk and laugh among themselves. In the space below, write a memo or e-mail to your employees asking that they spend more time on task and less time talking.

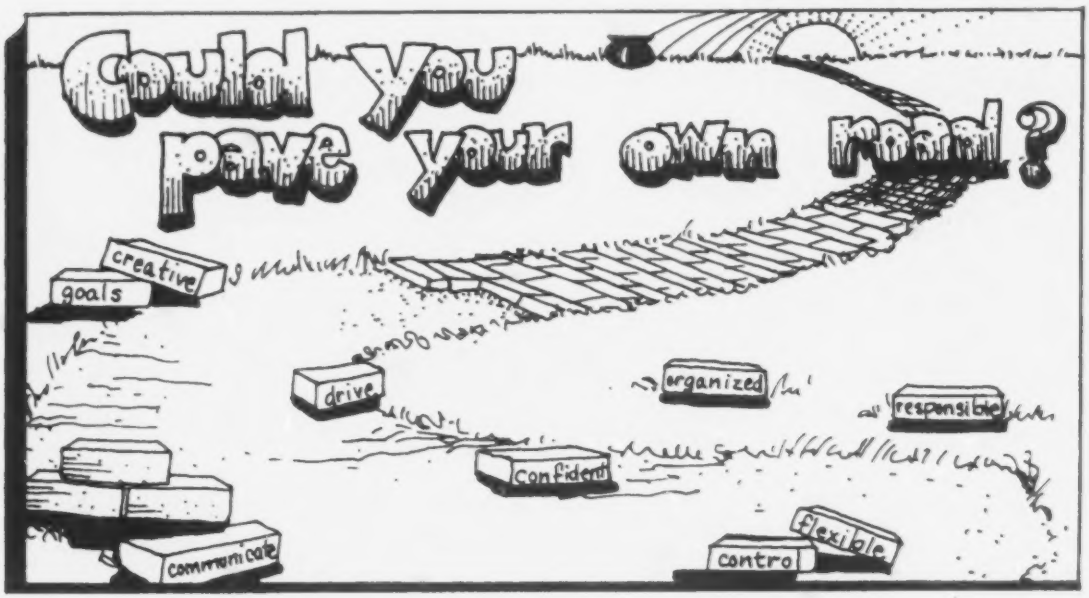


Extension: Your employees received the memo and two have asked for a time to meet with you. Role-play this situation with two of your classmates. In the role-play, demonstrate that you are listening to what your "employees" have to say. However, be assertive and let them know that there is too much time spent in the office off-task.

ENTREPRENEURSHIP

DO YOU HAVE WHAT IT TAKES?

Regardless of what kind of business you may own someday, most entrepreneurs have similar characteristics. They are listed below. First, circle the characteristics that you feel you have. Then, work with two or three other classmates to design a bulletin board that would advertise entrepreneurs. Feature these characteristics and the types of entrepreneurship on the bulletin board.



ENTREPRENEURS ARE PEOPLE WHO –

- ❑ are creative and imaginative.
- ❑ have a lot of drive and work hard.
- ❑ set goals and plan procedures.
- ❑ are not in business primarily because of the money.
- ❑ seek personal responsibility.
- ❑ aren't afraid to be in control and like to do things their own way.
- ❑ are flexible.
- ❑ communicate well.
- ❑ don't give up easily.
- ❑ have a lot of confidence.

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WHO'S SELF-EMPLOYED?

A growing number of people now own their own business rather than work for someone else. There are five types of self-employment that are listed below, with a brief description. Match the workers to the types of self-employment.

INDEPENDENT PROFESSIONALS (usually have at least a four-year college degree, are often in a partnership)
FREE-LANCE ARTISTS (many have gone to a special school, often work alone)
INDEPENDENT CRAFTS AND TRADES PEOPLE (often have vocational training, usually work well with their hands)
SERVICE BUSINESS PROPRIETORS (often have vocational training, many offer personal services to clients)
INDEPENDENT BUSINESS PEOPLE (variety of educational backgrounds, have unique ideas for business services)

ENTREPRENEUR CHOICES

photographer	attorney	hair salon owner
auto mechanic	doctor	systems analyst
appliance repair person	carpenter	florist
marketing specialist	massage therapist	architect
printer	writer	sculptor

Extension: Look in the Yellow Pages of your phone book. Find other workers who would fall into these five categories of entrepreneurs. Which category has the most workers?

THE RISKS OF OWNING YOUR OWN BUSINESS

Often, people who think about owning their own businesses dream that they will become rich quickly, have someone else run the business for them, and have lots of time to take expensive vacations and do other fun things. In fact, for most business owners, nothing could be farther from the truth! People who start a business mainly to make lots of money have a higher risk of failure than people who start businesses for other reasons.

Listed below are four areas of risk for people who start their own business. On the line after each description, write one positive thing you could do to help balance the risk.

FINANCIAL: Entrepreneurs often use their own personal savings or take out large loans to cover the start-up costs of their new business. For the first years the business is in operation, the owner usually has an irregular income, and may not get regular paychecks. Also, the owner may need to put most of the money back in to the business. How could you balance this risk?

TIME: One downside to owning a business is the amount of time the owner spends at the business. It is usual for entrepreneurs to work weekends and evenings, and often they put in long hours during the day. It is difficult to leave the business for more than a couple of days at a time, so often business owners do not get to take a vacation for years. How could you balance this risk?

PERSONAL: Because of the amount of money and time it takes to start a business, this can cause problems at home. There may not be enough time or money for family and friends. How could you balance this risk?

EMOTIONAL: Often entrepreneurs are people who are confident and expect to be successful in their businesses. If their businesses fail (and many do), the owners lose their self-esteem. It is difficult to separate the failure of the businesses from what they consider their own failures. How could you balance this risk?

THE SMALL BUSINESS TEAM

People who start their own businesses often like to work alone and be the boss. They enjoy being in control and making decisions. However, most entrepreneurs hire other people to give them advice, or to provide a specific service for them. Listed below are six professionals that most small business owners would need to use in starting a business. If you were going to start your own business, describe how you would use these professionals to help you.

BANKER

ACCOUNTANT

ATTORNEY

OTHER SMALL BUSINESS OWNERS

MARKETING SPECIALIST AND/OR GRAPHIC ARTIST

GENERAL CONTRACTOR (FOR A CONSTRUCTION FIRM)